

# **For Reference**

---

**NOT TO BE TAKEN FROM THIS ROOM**

Ex libris  
UNIVERSITATIS  
ALBERTAENSIS













THE UNIVERSITY OF ALBERTA

A DESCRIPTIVE STUDY OF CURRENT AND FUTURE ROLES  
OF SOCIAL SERVICE PERSONNEL IN THE  
PROVINCE OF ALBERTA

by



ROBERT GEORGE LEINWEBER

A THESIS

SUBMITTED TO THE FACULTY OF GRADUATE STUDIES AND  
RESEARCH IN PARTIAL FULFILMENT OF THE  
REQUIREMENTS FOR THE DEGREE OF  
MASTER OF EDUCATION

DEPARTMENT OF EDUCATIONAL PSYCHOLOGY

EDMONTON, ALBERTA

SPRING, 1972



## UNIVERSITY OF ALBERTA

## FACULTY OF GRADUATE STUDIES AND RESEARCH

The undersigned certify that they have read, and recommended to the Faculty of Graduate Studies and Research for acceptance, a thesis entitled "A Descriptive Study of Current and Future Roles of Social Service Personnel in the Province of Alberta" submitted by R. Leinweber in partial fulfilment of the requirements for the degree of Master of Education.



## ABSTRACT

Lately, considerable discussion of roles of social workers with different levels of education has been heard, particularly since the introduction of the technical social service programs in the Province of Alberta. During the past year the expansion or modification of these programs has been of interest. This study is part of a larger study commissioned by the Alberta Colleges Commission. The Colleges Commission is particularly interested in: manpower requirements in the social services by type and level, role definitions and job descriptions, types of training required to meet the needs of workers in various positions, relationship of number of graduates to occupational requirements, and whether present training programs are meeting the needs of social service workers. With the preceding statement in mind these questions were posed in the present study:

- (1) How are personnel with varying educational backgrounds currently being employed in the different agencies in the Province?
- (2) How do social workers perceive their formal education as preparing them for the work they are doing?
- (3) How do these social workers see the future of the profession moving in the future both in terms of roles and manpower needs?

Questionnaires were prepared and distributed to 678 workers and 45 administrators in Alberta. Completed questionnaires were





returned by 345 workers and 24 administrators.

An important finding was that the majority of the people having the job title 'social worker' in the Province of Alberta have no formal training in social work. The majority of these people are undergrads with degrees in non-social work areas and less than five years experience. This suggests that preparation through the undergraduate non-social work degree courses of study are least applicable to the educating of social workers for agencies in the Province.

Other findings were that: for the most part adequate service was being rendered by existing services; the areas in need of increased emphases are individual and group counselling; more M.S.W.'s are needed for staff supervision, direct involvement with clients and administration; for the most part social service workers from the community colleges felt adequately prepared for their positions; a course weakness in social service training was uncovered in preparation for interviewing.

Projection into the future by workers and administrators suggest that social workers will be involved increasingly in direct involvement with rehabilitation. A suggestion arising from the study is that people of different educational levels can be used and educated on the basis of a continuum. On this continuum social service course graduates are seen as primarily involved in routine tasks (implementation of concrete social services) while M.S.W.'s will deal with therapy or tasks involving more personal decisions.



## ACKNOWLEDGEMENTS

I would like to express my thanks to all those people who participated in this study and to the administrators in the agencies who made lists of names available.

I also wish to express my thanks to my committee, especially Dr. Don Sawatzky who went out of his way to make special arrangements for Supervision times on several occasions and the quality of the supervision.

My wife Cathy deserves special thanks for the many hours she spent transcribing answers and mailing questionnaires. Besides the clerical work she also provided encouragement when it was needed.

Typists are probably least recognized in the writing of a thesis but I would like to express my appreciation to my typist Mrs. Mason who not only did an excellent job but also provided support when the job looked impossible.

Mr. Brian Johnson was also very helpful in the final stages of preparing the copies of the thesis, to Brian I express my sincere appreciation.



## TABLE OF CONTENTS

CHAPTER	PAGE
I. INTRODUCTION . . . . .	1
II. RELATED LITERATURE . . . . .	5
PART I - HISTORY . . . . .	5
Period Until the End of World War I . . . . .	5
Period Between World War I and the	
Great Depression . . . . .	8
Period of the Great Depression . . . . .	10
Period of the Start of World War II to the	
Early 1950's . . . . .	12
Review . . . . .	14
The Last Twenty Years . . . . .	15
The Scene in Canada . . . . .	15
The Alberta Scene . . . . .	16
PART II - SOCIAL WORK ISSUES . . . . .	18
Societal Change or Individual Change . . . . .	19
Manpower and Task Differentiation . . . . .	21
Generalist - Specialist Issue . . . . .	26
Research Questions . . . . .	27
III. METHOD . . . . .	28
The Sample . . . . .	28
The Choice of Data Collection Method . . . . .	29
Development of the Questionnaires . . . . .	30
The Workers' and Supervisors' Questionnaire . . . . .	30



CHAPTER	PAGE
The Administrators' Questionnaire . . . .	31
Design and Content of the Questionnaires . .	31
The Workers' and Supervisors' Questionnaire .	32
The Administrators' Questionnaire . . . .	33
Distribution of the Questionnaires . . . .	34
Compilation of the Data . . . . .	35
IV. RESULTS . . . . .	36
Discussion of Tables 3 - 13 . . . . .	40
Discussion of Tables 14 - 24 . . . . .	54
Discussion of Tables 25 - 35 . . . . .	68
Discussion of Tables 36 - 48 . . . . .	82
Discussion of Tables 49 - 59 . . . . .	96
Discussion of Tables 60 - 64 . . . . .	109
V. SUMMARY, DISCUSSION AND IMPLICATIONS . . . .	130
Summary and Discussion . . . . .	130
First Research Question . . . . .	130
Undergraduates with non-social work degrees .	130
M.S.W. graduates . . . . .	131
High school graduates . . . . .	131
Social service graduates . . . . .	132
B.S.W. graduates . . . . .	133
Administrators . . . . .	133
Second Research Question . . . . .	134
Undergraduates with non-social work degrees .	134
M.S.W. graduates . . . . .	134







CHAPTER	PAGE
High school graduates . . . . .	136
B.S.W. graduates . . . . .	136
Social service graduates . . . . .	136
Third Research Question . . . . .	137
Discussion and Implications . . . . .	140
Conclusion . . . . .	142
REFERENCES . . . . .	144
APPENDIX A . . . . .	149
APPENDIX B . . . . .	170
APPENDIX C . . . . .	172



## LIST OF TABLES

TABLE		PAGE
1.	Distribution of the Sample . . . . .	29
2.	Basic Descriptive Data on Social Service Personnel in Alberta Who Participated in the Study . . . .	37
3.	Distribution of Respondents According to Percentage Time Spent in Planning Interviews. . . . .	43
4.	Distribution of Respondents According to Percentage Time Spent in Interviewing . . . . .	44
5.	Distribution of Respondents According to Percentage Time Spent in Counselling Individuals . . . .	45
6.	Distribution of Respondents According to Percentage Time Spent in Counselling Groups . . . . .	46
7.	Distribution of Respondents According to Percentage Time Spent in Court Work . . . . .	47
8.	Distribution of Respondents According to Percentage Time Spent in Attending Case Conferences . . . .	48
9.	Distribution of Respondents According to Percentage Time Spent in Doing General Committee Work . . . .	49
10.	Distribution of Respondents According to Percentage Time Spent in Consultations . . . . .	50
11.	Distribution of Respondents According to Percentage Time Spent in Writing Reports . . . . .	51
12.	Distribution of Respondents According to Percentage Time Spent in Writing Running Records . . . .	52



TABLE	PAGE
13. Distribution of Respondents According to Percentage Time Spent in Staff Management . . . . .	53
14. Distribution of Questionnaire Respondents According to Perceived Adequacy of Formal Education for Interview Planning . . . . .	57
15. Distribution of Questionnaire Respondents According to Perceived Adequacy of Formal Education for Preparedness for Interviewing . . . . .	58
16. Distribution of Questionnaire Respondents According to Perceived Adequacy of Formal Education for Preparedness for Individual Counselling . . . . .	59
17. Distribution of Questionnaire Respondents According to Perceived Adequacy of Formal Education for Preparedness for Counselling with Groups . . . . .	60
18. Distribution of Questionnaire Respondents According to Perceived Adequacy of Formal Education for Preparedness for Court Work . . . . .	61
19. Distribution of Questionnaire Respondents According to Perceived Adequacy of Formal Education for Preparedness for Case Conference Work . . . . .	62
20. Distribution of Questionnaire Respondents According to Perceived Adequacy of Formal Education for Preparedness for General Committee Work . . . . .	63
21. Distribution of Questionnaire Respondents According to Perceived Adequacy of Formal Education for Preparedness for Consultations . . . . .	64



## TABLE

## PAGE

22.	Distribution of Questionnaire Respondents According to Perceived Adequacy of Formal Education for Preparedness for Report Writing . . . . .	65
23.	Distribution of Questionnaire Respondents According to Perceived Adequacy of Formal Education for Preparedness for Writing Running Records . . . . .	66
24.	Distribution of Questionnaire Respondents According to Perceived Adequacy of Formal Education for Preparedness for Staff Management . . . . .	67
25.	Distribution of Questionnaire Respondents According to Perceived Adequacy of Formal Education for Answering Questions Related to Childhood Problems . . . . .	71
26.	Distribution of Questionnaire Respondents According to Perceived Adequacy of Formal Education for Answering Questions Related to Adolescent Problems . . . . .	72
27.	Distribution of Questionnaire Respondents According to Perceived Adequacy of Formal Education for Answering Questions Related to Educational Problems . . . . .	73
28.	Distribution of Questionnaire Respondents According to Perceived Adequacy of Formal Education for Answering Questions Related to Marital Problems . . . . .	74
29.	Distribution of Questionnaire Respondents According to Perceived Adequacy of Formal Education for Answering Questions Related to Crime and Delinquency . . . . .	75







TABLE	PAGE
30. Distribution of Questionnaire Respondents According to Perceived Adequacy of Formal Education for Answering Questions Related to Health . . . . .	76
31. Distribution of Questionnaire Respondents According to Perceived Adequacy of Formal Education for Answering Questions Related to Emotional Problems . . . . .	77
32. Distribution of Questionnaire Respondents According to Perceived Adequacy of Formal Education for Answering Questions Related to the Aged . . . . .	78
33. Distribution of Questionnaire Respondents According to Perceived Adequacy of Formal Education for Answering Questions Related to Drugs . . . . .	79
34. Distribution of Questionnaire Respondents According to Perceived Adequacy of Formal Education for Answering Questions Related to Alcohol Problems . . . . .	80
35. Distribution of Questionnaire Respondents According to Perceived Adequacy of Formal Education for Answering Questions Related to Family Life Education . . . . .	81
36. Rating of Services Rendered by Interview Planning . . . . .	84
37. Rating of Services Rendered by Interviewing . . . . .	85
38. Rating of Services Rendered by Individual Counselling . . . . .	86
39. Rating of Services Rendered by Group Counselling . . . . .	87
40. Rating of Services Rendered by Court . . . . .	88
41. Rating of Services Rendered by Case Conferences . . . . .	89
42. Rating of Services Rendered by Committee Work . . . . .	90



TABLE	PAGE
43. Rating of Services Rendered by Consultations with Supervisors or Other Professionals . . . . .	91
44. Rating of Services Rendered by Writing Reports . . . . .	92
45. Rating of Services Rendered by Writing Running Records . . . . .	93
46. Rating of Services Rendered by Staff Management . . . . .	94
47. Rating of Services Rendered by Community Organizations . . . . .	95
48. Rating of Services Rendered by Policy Development . . . . .	95
49. Change in Time Seen in Planning Interviews . . . . .	98
50. Change in Time Seen in Interviewing . . . . .	99
51. Change in Time Seen in Counselling . . . . .	100
52. Change in Time Seen in Group Counselling . . . . .	101
53. Change in Time Seen for Court Work . . . . .	102
54. Change in Time Seen for Case Conferences . . . . .	103
55. Change in Time Seen in General Committee Work . . . . .	104
56. Change in Time Seen in Consultations . . . . .	105
57. Change in Time Seen for Writing Reports . . . . .	106
58. Change in Time Seen for Writing Running Records . . . . .	107
59. Change in Time Seen for Staff Management . . . . .	108
60. Increase or Decrease in the Numbers of Volunteer Workers . . . . .	111
61. Increase or Decrease in Numbers of Social Work Aides . . . . .	112
62. Increase or Decrease in Numbers of Social Case Workers . . . . .	113
63. Increase or Decrease in Professional Social Workers . . . . .	114
64. Other Types of Personnel Desired . . . . .	115
65. Opinions on Therapeutic or Administrative Orientation For Future Delivery of Services . . . . .	117



TABLE	PAGE
66. Future Direction on the Specialist Generalist Issue As Indicated by Different Levels of Education and Administrators . . . . .	119
67. Views Towards Client Participation in Decisions Concerning Them . . . . .	121
68. Distribution of Free Responses . . . . .	123
69. Summary of Responses to the Question of Degree Organized Groups of Clients Should be Formally Involved in Decisions About Social Work Policy . .	124
70. Implementation of Concrete Social Service Provisions .	127
71. Compiled Data On: Time Spent, in, Preparation for, Adequacy of the Agency in, and Change Seen for Social Work Functions; As Seen by the Five Educational Levels and Administrators . . . . .	135
72. Preparation in General . . . . .	138





## CHAPTER I

### INTRODUCTION

More than 700 people in the Province of Alberta work under the job title "social worker" or "supervisor of social workers." During the past few years there has been an increase in the discussion about the roles of these people in relation to their varying levels of education. This has been particularly evident since the onset of the idea of a two year social services program at the high school graduate level. To some degree the social service graduates are entering the same job markets as the people with a master's degree or bachelor's degree in social work (Jolliffe, 1971). During the past year there has been particular interest in whether the existing programs in the training and education of these social service personnel should be expanded or modified. The present study is one part of a larger study commissioned by the Alberta Colleges Commission; the governing body of the community colleges and technical institutes, in which these social service courses are offered. They are interested in looking at the future for this type of manpower and how programs can be developed that will best benefit the student, the school, and the society at large.

All aspects of formal social work education in Alberta are relatively new, with the first students accepted at the University of Calgary in 1967 for a two years master's program. Prior to this those people seeking this type of education had to attend universities





in other provinces of Canada such as: University of British Columbia, University of Manitoba, University of Toronto, McGill University, and others (see Appendix B ). The first recommendation for a social services course in Alberta was made in 1966. By 1967 the first social service students were enrolled in the Northern Alberta Institute of Technology (N.A.I.T.) in Edmonton and Mount Royal College (M.R.C.) in Calgary. Since then courses have been initiated in Red Deer and Lethbridge for education and training of social service workers.

Since that first recommendation for a social services course the manpower scene in Canada has changed. According to the statement made by the Canadian Association for Education in the Social Services (C.A.E.S.S.) these should be the concerns in manpower and education at this time:

- (1) . . . concern should be directed toward rationalization and identification of selected areas of weakness, rather than a further general expansion.
- (2) What are the appropriate working relationships between graduates of programs at different levels and what career and educational paths should be open to them to proceed to higher levels?
- (3) What should be the role of the consumers of social service both towards the social system and in the preparation of social service workers?
- (4) What are the selected areas in which the educational system is still weak, (C.A.E.S.S., 1971a)?

In line with the preceding statements, the programs at all levels must be looked at to clarify positions, curriculums, objectives and find the interrelationships between them and their relationship



to the consumer market (Jolliffe, 1971). The Canadian Association of Social Workers (C.A.S.W.) hold similar views as evidenced by these following statements in their presentation at the 1971 Conference on Manpower and Education Needs in Canada for the Social Services, held in Quebec:

We wish to confirm our view that there is need for personnel with all types of academic preparation. However the need as we now see it is to determine how the graduates from all educational programs can effectively utilize their knowledge and skills.

They ended with this as one of the conclusions:

In the final analysis the employer will determine how to utilize personnel, but there is a pressing need for criteria for determining suitable and appropriate task definitions which will enable employers to make wise and effective decisions (p. 3).

It is in view of these issues mentioned that are common to Canada that the Alberta Colleges Commission is concerned with the situation in this province. As a result they are particularly interested in these issues as they pertain to Alberta:

- (1) What are the manpower requirements by type and level in the social service area in Alberta?
- (2) In view of the forthcoming B.S.W. program at Calgary will the role definitions and job descriptions of the various positions change, and if so, in what directions?
- (3) What types of training are required to meet the needs of workers occupying various positions?
- (4) What is the relationship of the number of graduates to the occupational requirements?
- (5) Are the present training programs meeting the needs of the social service workers, and how might these be improved?



The Alberta Colleges Commission has a twofold purpose in asking these questions; first they do not want to, (nor can afford to), establish additional programs if the market will be flooded, and secondly, they want to provide the best possible programs in the two year institutions. This led to the commissioning of the afore mentioned study.

The research team of which the present writer is a part, was contracted to attempt to answer the above questions. Specifically, the following three questions will be posed in the present study:

(1) How are personnel with varying educational backgrounds currently being employed in the different agencies in the Province?

(2) How do social workers perceive their formal education as preparing them for the work they are doing?

(3) How do these social workers see the future of the profession moving in the future both in terms of roles and manpower needs?

Hopefully the information can be used by the Alberta Colleges Commission to obtain a better view of the Social Service programmes in the context of the broader field of social work and social work education in Alberta. The results could also be of interest to the government and private agencies to modify their own operation if the need is evident.





## CHAPTER II

### RELATED LITERATURE

This review will terminate with a discussion of some current social work issues and the three specific research questions for this study. To understand the issues, and overview of the development of social work would be an asset to the reader. Consequently such an overview will be presented in this chapter, beginning with the late nineteen hundred's and tracing the development of social work up to the current time. Although this study is specifically looking at Alberta, it appears that Alberta has been influenced by the rest of Canada and Canada, in turn, has been influenced by developments in the United States, thus the review will start with the earlier developments in the United States.

### PART I - HISTORY

#### Period Until the End of World War I

The first formal "social work" organizations in the United States were the Charity Organization Societies (C.O.S.); the first one being established in Buffalo in 1877. Ferguson (1969) asserts that many of the basic principles upon which social work rests are a direct heritage from these first societies. In the early days of the C.O.S., social reform was coupled with friendly visiting. The workers saw no discrepancy between helping individuals in crisis situations and helping them by attempting to change the underlying





causes. First case workers had a twofold purpose: to certify a family's need for financial assistance and to attempt, by guidance, to promote self-help of these "worthy" poor (Beck, 1963; N.A.S.W., 1960). The C.O.S. agencies were eager to work out individual plans for each client. They were also interested in passing on their self acquired techniques to new volunteers (Ferguson, 1969; R.S.F., 1949). The result of this focus on techniques was the inauguration of in-service training programs.

The New York C.O.S. established the first course in social work in North America, in 1898. This was a six week summer training school of philanthropic workers designed for new volunteers and future workers in C.O.S. agencies. Later this developed into a one year program within the New York School of Philanthropy, which later became The New York School of Social Work affiliated with Columbia University (N.A.S.W., 1960). Soon after many more schools of social work were founded, in most cases being founded and supported by family agencies in the community (Ferguson, 1969). During these early years of the formal courses, instruction consisted mainly of apprenticeship training within social agencies with an increasing emphasis on the utilization of the social sciences. Eventually techniques used and subject matter from various disciplines came to be formalized into a curriculum with a balance of instruction and field practice (Russel Sage Foundation, 1949).

In Canada, during this period, two means of assistance were available. For the French settled areas there was a private charity, mainly under the Roman Catholic Church, and for the remaining people



the English Poor Law System provided marginal subsistence (McCrae, 1952).

Following the precedent set by the United States and motivated by the impact of industrialization and urbanization, particularly on child and maternal health and welfare, the first two Canadian schools of social work were established. The first school was established in Toronto in 1914, the year World War I began. Four years later, 1918, the year the War ended, a second school was started in Montreal (Hendry, 1969). The apprenticeship method of instruction was still very much in evidence (Russel Sage Foundation, 1949) but there was formulation and a furtherance of social casework techniques. This formulation was enhanced by people like Mary Richmond whose book Social Diagnosis presented a systematic approach to the study and diagnosis of client's problems. Such topics as, the need to individualize the client, the client's right to self-determination and the reciprocity of the client worker relationship (National Association of Social Workers, 1960), were discussed.

Beck (1963) states that the first social workers made decisions more directly related to the needs of people than social workers in the decades that followed. In this early period groups of citizens established agencies to meet problem areas and attacked the problem as well as meeting the individual's need. It will be seen that this is not the case in later periods, when the emphasis swings more to helping individuals in crisis situations and being unable to afford manpower to eliminate the "problem". This period saw a change in the philosophy of assistance. The earliest assistance in Canada



and the United States was given either through compassion or in a grudging, moralistic manner, with little or no understanding of the feelings of the people concerned (McCrae, 1952). By the end of World War I, the individual was being seen as a "client" rather than as "poor". As this period came to an end, help was extended to assist this person more than just economically and the family was being seen more as a unit of emphasis in diagnosis and treatment (Towle, 1969).

#### Period Between World War I and the Great Depression

The psychological functioning of the client was concentrated on by case work agencies during the 1920's (Ferguson, 1969). The need to deal with "shell-shock" victims of the First World War, gave special impetus to social work's study of the developing field of psychiatry. Gradually Freudian concepts were adopted by social agencies (Beck, 1963; Ferguson, 1969; National Association of Social Workers, 1960). The individual came more to be the emphasis as a unit than the family for several reasons. Firstly the psychiatric model focused on the individual apart from the family, secondly, sociology was stressing how family members can differ significantly, thirdly psychology was stressing individual differences and psychological tests had recently been developed and lastly, the War had pointed out that individuals from any strata could be thrust into a position that required psychological help (Ferguson, 1960; Towle, 1969). More specifically, emphasis was increased in the area of preventive and remedial work with children. The Toronto conference





of 1924 stressed parent-child relationships which has continued to increase in importance ever since (Towle, 1969).

In the field of formal education for social work during this period the Association of Training Schools for Professional Social Work was founded in 1919 with 17 charter members. This association offered membership to educational institutions maintaining a full course of training for social work, covering at least one academic year and including both class instruction and field work in substantial amounts (Russel Sage Foundation, 1949). The programs were heavily weighted in various phases of casework practice. Generally there was a rapid growth in the use of knowledge gained from the social sciences particularly psychology and psychiatry (Russel Sage Foundation, 1949).

Early leadership in social work education in Canada was epitomized by E. J. Urwick, the man who became the director of the Toronto School in 1929. Urwick stressed social philosophy and the social sciences, and took a dim view of field instruction and regarded casework with scepticism. He had the School's name changed from the Department of Social Services to the Department of Social Science (Hendry, 1969).

Urwick saw the task of the social worker as three-fold:

- (1) alleviative and remedial work on behalf of handicapped members of society.
- (2) organized prevention of adverse or dangerous forces in the community.
- (3) the development of social intelligence or intelligent social interest among citizens generally (Hendry, 1969, p. 9).





According to Hendry (1969) Canada has had a somewhat different situation than the United States. The former director of the Toronto School put it like this:

It is well to note that much of the history of social welfare and education which, in Canada are provincial not federal responsibilities, must be seen in the context of complex, divergent, even compulsive regional; constitutional, linguistic and religious interests. These built in differential geographic and cultural components at once enhance and complicate the development of social policy and professional education (p. 9).

Another development during this period was group work, with the terms "group work" and "group worker" being used. The first course in group work was offered in 1923 and was described as a Group Service Training Course. By the early 1930's the term "social group work" was used to distinguish it from "social casework" (Kaplan, 1969).

The founding of the Community Chests and Councils of America officially inaugurated what we call "community organization" (Ferguson, 1969).

As this period comes to a close, just before the Great Depression, the trend has been: to individualization, with great influence of Freudian thinking; to set up a formal association for social work education; and a beginning of "group work" and "community organization".

#### Period of the Great Depression

The depression forced attention upon the strength of social and economic forces, that play on man and his daily life (National Association of Social Workers, 1960). At this time social workers



and the public at large began to realize that they too could be in the same position as the unfortunate, by reason of economic factors beyond their control (McCrae, 1952). As a result of this realization, notable changes were made in casework. There was a renewed awareness that men are not always the masters of their own fates and by necessity public assistance programs were established. This left people in case work free to put their minds and energies chiefly to working on problems of interpersonal conflicts.

Formal education during this period was noted for two developments (Russel Sage Foundation, 1949). Firstly the profession now gave wider acceptance to the idea that social case work has a general foundation of subject matter and method of practice (Russel Sage Foundation, 1933). Secondly, in 1932, the American Association of Schools of Social Work (A.A.S.S.W.) adopted a minimum curriculum. This established certain basic groups of subject areas. In 1939, the A.A.S.S.W. went one more step, and raised the professional curriculum to the graduate level, requiring two years for a master's degree. This was hoped to assure better quality of professional education and better preparation in the social sciences and humanities. The stress was still placed on the social sciences as basic to professional education, by the Association, although it no longer accredited undergraduate education. According to the Social Work Yearbook (1937), " . . . greater efforts were made to replace apprenticeship training with special education through the founding and growth of more schools of social work (Russel Sage Foundation, 1937, p. 488)." The training of the social caseworker was therefore concerned with



inculcation of a definite body of knowledge. For the most part, the content of the courses covered the principles and skills essential for a worker to carry on all aspects of casework, known as generic social casework (Russel Sage Foundation, 1937).

As social work looked at its knowledge base it found psycho-analytic theory as its central theory and this theory was applicable mainly to individual change. It only had slim application in terms of broad social change (Beck, 1963). The knowledge base for social reform was very limited and rather dubious resulting in a split between social reform and individual reform. Due to the better base for individual change, methods of inducing social change received less and less emphasis while methods of individual change were emphasized (Beck, 1963).

Group work had begun to be recognized in the last period. This recognition was increasing and gaining in popularity. For the first time "group work" was included as a division in the annual program of the Nation Conference of Social Work in 1935 (National Association of Social Workers, 1960).

At this point World War II began and so did a new period.

#### Period From the Start of World War II to the Early 1950's

As in World War I, the second war brought about the observation that social stress could effect adequate personalities. This observation resulted in a trend change in casework, from looking at the unconscious forces in the individual's personality and from his developmental tasks, to his "ego psychology" and his current





operations (National Association of Social Workers, 1960, p. 538). Casework revived its interest in the "social facts" of the client's life situation and in his observable current operation of his personality. These were felt to be the most accessible and dynamic focus for the treatment of the client's psychosocial difficulties (McCrae, 1952; National Association of Social Workers, 1960).

On the formal education scene there was a movement to establish another association beyond the American Association of Schools of Social Work (A.A.S.S.W.). In 1942 a new association became a reality, named the National Association of Schools and Social Administration (N.A.S.S.A.). This new association recommended five years of preparation for social work, requiring integration of specialized undergraduate courses, into one year of graduate work (Russel Sage Foundation, 1949). The concurrent operations of the two Associations A.A.S.S.W. and N.A.S.S.A. led only to confusion. In an attempt to alleviate the confusion the National Council on Social Work Education was set up to settle the differences and take a broad look at education for social work. In 1951 a report was presented with recommendations to resolve the basic issues. The crucial recommendations were accepted by the two associations and led to a merger, on July 1, 1952, between the A.A.S.S.W., the N.A.S.S.A. and the National Council into the Council on Social Work Education (C.S.W.E.). This council is still the sole accrediting body for social work education in the United States and Canada (National Association of Social Workers, 1960). The accreditation





is based on a generic two year program leading to the profession's master's degree and is repeated every ten years to assure schools keep abreast of the latest developments in the field. Three major subject areas were also agreed upon; human growth and behavior, social services, and social work practice (National Association of Social Workers, 1960). This closes another period and it might prove useful to review, at this point, before having a look at the most recent 20 years.

### Review

The pioneers of social work, according to the literature (Beck, 1963; Canadian Community of International Council on Social Welfare, 1968), bore a more direct relationship to the needs of people. They granted at least equal importance to social action. Deviation from this can be explained by the fact that social work developed in a time of rapid and often radical change, two world wars and a depression (Canadian Community of International Council on Social Welfare, 1963). It could not rely on experience and thus had to improvise and cope with emergencies (Canadian Community of International Council on Social Welfare, 1963; Geismar, 1969). Probably the single most important factor in shaping the concept of practice has been the use of psychoanalytic theory (Beck, 1963; Ferguson, 1969). Social workers are often criticised for their concentration on and perfecting of their methods of practice (Katz, 1967; Laycock, 1967), rather than also dealing with societal change. But traditionally, social work has been related closely to the meeting of financial needs, and the general



public has been slow to realize that relief is no longer synonymous with social work. As more of what is considered social work is replaced by institutionalized insurance programs, social workers will more and more be able to take into consideration what factors impair personal effectiveness of members of society and work to bring about societal change to relieve these impairments (Ferguson, 1969).

### The Last Twenty Years

The last twenty years have seen many new changes in the field of social work. To begin, in 1950, there was an emergence of community organization as a method of concentration in schools of social work. It was developed to the extent that in 1962 the Council on Social Work Education gave it parity with casework and group work in a curriculum policy statement (Gurin, 1966). Most of the developments discussed so far have occurred both in the United States and Canada. For the remainder of this review of history the emphasis will be on Canada and the developments in the Province of Alberta.

The scene in Canada. A review of the descriptions of courses from the Canadian Schools of social work (or social services) suggest that they follow very closely the program of the Council for Social Work Education. This is not surprising as the council accredits many of the Canadian Schools. Due to the fact that C.S.W.E. does not accredit undergraduate courses, the Canadian Association for Education in the Social Services (C.A.E.S.S.) is in the process of setting up as an accrediting association in Canada (C.A.E.S.S., 1971a). Up to this point the discussion has been with graduate



programs of social work education, but in 1964 a social services program in a technical institute, came to receive some attention.

Ryerson Polytechnical Institute entered the educational field of social services education in 1964 (Jolliffe, 1968) to attempt to meet manpower needs in the social services. Since this time many such programs have been established across Canada, including Alberta.

The Alberta scene. The history of formal social work education in Alberta dates, formally back to 1962, when action was taken to establish a social work education program in Alberta (University of Calgary, 1971). The Alberta Social Work Education Research Committee, under the chairman, Jr. J. C. Mahaffy, Q.C., submitted a report in August 1964. This committee, after a study was conducted in Alberta, made this statement:

Not all welfare jobs have to be filled by personnel with professional education. But it is increasingly recognized that there must be a strong nucleus within the social services of well educated staff who can give creative and imaginative leadership; who can mobilize, educate and upgrade workers with lesser qualifications for effective and maximum productivity (p. 7).

The committee also pointed out that graduates have to enroll elsewhere in Canada and many do not return to Alberta. As a result Alberta has fewer qualified social workers than might seem to be its share. A section of the report, the Farry Report, noted that public and private agencies recognized the desirability of employing graduate, qualified social workers (A.S.W.E.R. Committee, 1964).





The committee in the main report, recommended that a Graduate School of Social Work be set up in connection with the University of Alberta, but did not state a location (A.S.W.E.R. Committee, 1964).

The University of Calgary responded favourably to the request and the first graduate students were admitted in 1967 under the director Dr. F. H. Tyler (University of Calgary, 1971). Meanwhile, in Montreal talk was increasing on an undergraduate social work program. McGill University, being conscious of the general need for more professionals in practice initiated the Bachelor of Social Work degree program. This constituted a first professional degree and prepared candidates either for direct entry into practice, or a foundation for a specialized master's degree (McGill University, 1971). Many other schools of social work followed the precedent, The University of Calgary followed the trend and now offers a four year Bachelor of Social Work (B.S.W.) programme, consisting of approximately equal components of specialized social work courses and general education (University of Calgary, 1971). This was the scene for university trained social workers, but as noted earlier Alberta also joined in producing non-university people for the social services. This began with a study in 1966.

In this year (1966), the Edmonton Welfare Council Youth Service Division presented a brief to the Department of Education of the Province of Alberta for the establishment of a two year Welfare Services Course. The Edmonton Welfare Council (1966) found that:





. . . while many positions require highly professional skills, yet great numbers of these can be handled and delegated to sub-professional workers with technical skill under supervision of professionals (p. 1).

In 1966 questionnaires were sent to some 35 agencies in greater Edmonton. Of the 23 respondents all but one indicated that they were in favour of such training. The council recommended a two year diploma course at Northern Alberta Institute of Technology (N.A.I.T.), if possible not later than 1967. The senior instructor was hired at N.A.I.T. in May 1967.

The course objectives outlined were to prepare candidates for a career as technicians in the field of welfare with opportunities for employment in institutional settings for children and adults, welfare departments, hospitals, group homes, community development, geriatrics, etc., (Edmonton Welfare Council, 1966).

Northern Alberta Institute of Technology, Mount Royal College in Calgary, and Red Deer Junior College now offer social service programs.

## PART II - SOCIAL WORK ISSUES

In this section the first issue to be dealt with is the extent to which social workers should be concerned with bringing about societal change, as opposed to helping individuals cope with the existing problems. This leads to a second issue, manpower. If social workers should be concerned with societal change then more social workers will be needed. A third issue evolves out of this



manpower problem; the problem of task differentiation and use of differently trained levels of staff. Finally we look at an issue that has had a long history; should social work follow the generic model or the specialist model.

### Societal Change or Individual Change

This quote by Boehm at the 1967 Conference on Social Welfare provides a good introduction to the first issue:

A profession which does not devote its attention to people in trouble will not long endure as a vital profession. A profession which devotes its attention only to people in trouble and neglects the societal forces which are at the root of personal and inter-personal problems will soon lose what efficacy it has in helping people out of trouble (p. 18).

Throughout the course of history one issue that remains with us is whether social change has been neglected in preference for individual help in the social services (Beck, 1963; Ferguson, 1969; Katz, 1967; National Association of Social Workers, 1960; Russel Sage Foundation, 1929). The feeling today centers more on the idea that we should have both of the above.

Boehm (1967) sees two types of social work practitioners; one skilled in helping families and small groups and another skilled in the strategies of social change. Beck (1963) feels we have people who are skilled and have a talent for psychotherapy and they should be enabled to offer it. The result of this would be a freeing of the social work focus so it can be on working with individuals, groups and communities towards a social change objective.

The report on the 24th International Conference on Social



Welfare (1968) describes the issue as it pertains to Canada:

The great majority of graduates from Canadian social work schools have received training in case work . . . . This is the traditional method of training in social work. This method is now undergoing certain transformations which may lead away from clinical interventions to an orientation based upon social or structural interventions affecting the institutional and organizational context of the society in which the individual lives. This would not mean eliminating the traditional approach, but rather would indicate a broadening of professional objectives (p. 49).

Laycock (1967) suggests that the profession not value the skill model less but that there be a search for a unifying philosophy with greater emphasis to a knowledge base, this value-knowledge approach would:

. . . relate the profession in a more meaningful way to the whole range of social services and to basic questions of social policy, planning, staffing, organization and administration (p. 158).

Wharf (1966) agrees with the others that:

. . . the graduate social worker of the future must be prepared for and occupy the decision-making and leadership roles in social welfare (p. 132).

Wharf sees two classes of roles, "non-direct services" (planning) and "direct services" (service to clients).

It appears from the above comments that the trend is in the direction of education and training for the future professional social worker to be more concerned with societal change but without losing sight of the individual. To achieve this the educational institutions must comply as is suggested by Geismar (1969);

Professional schools of social work occupy a strong vantage point from which they could promote among social workers an ideology of social change to replace the now prevalent attitudes of non-involvement of crisis response (p. 186).





They do this by the

. . . educational program of a school . . . . .  
 becoming responsive to societal need and changing  
 need structure by means of an ongoing activity,  
 aimed at assessing service needs and establishing  
 priorities for relating training to those needs (p. 187).

Gurin (1966) in a paper given to the National Conference on Social  
 Welfare proposed that:

Knowledge of social policy in its broadest sense and  
 knowledge of the workings of the economic system as  
 it affects and is affected by social policy alternatives  
 are essential components in the preparation of the  
 social worker of the future (p. 29).

It is interesting to note that the faculty of the School of  
 Social Work at the University of Calgary has recognized this trend  
 as evidenced by this quote from their 1971-72 Calendar:

It now seems clear that social workers in the near  
 future will be primarily involved in various forms  
 of collective citizen action towards the goal of  
 improved services and opportunities, such as social  
 action, advocacy, social development and community  
 development . . . . . Underway is the final,  
 philosophical break from the older, traditional  
 concept of human social development.

While this trend appears to be accepted by many it does raise  
 another issue, manpower. How should manpower be used?

### Manpower and Task Differentiation

The manpower problem was partly stated by Kendall (1966)  
 speaking at the National Conference on Social Welfare:

It is obvious for social work as for all the  
 service and helping professions, that even the  
 accelerated reproduction of one's own kind does  
 not and cannot, either qualitatively and quantita-  
 tively, solve the manpower problem (p. 108).





Smith (1950) addressing the Canadian Conference on Social Work, in June, stated that personnel needs are:

1. Quantities of junior workers to man essential mass services.
2. Large number of well-qualified supervisors and seniors.
3. A number of well-qualified and specialized persons to furnish leadership with highly developed skills in practice, research and teaching (p. 207).

This appears to coincide with the discussion on the future trend to more social change and also suggests differentiation of roles. It would seem reasonable that the professional social workers need to be released to assume new roles. They have to be replaced by someone. This is where the problem multiplies, with whom do we replace the social workers who will deal with societal change, or further, should they be released from the important positions they have now.

It is clearly impossible of Canadian graduate schools of social work, no matter how great the expansion of new schools, or the increase of enrollments within schools, to supply, at the Master's level, sufficient numbers of qualified social workers (p. 214).

The profession has had a commitment to the maxim that professional education is graduate education and that every job that had some social work content be done by a professional social worker (Katz, 1967; McArton, 1967).

As we have seen from the review of the history the situation is changing and undergraduate and non-university courses are now being developed and operated. The Canadian Association of Social



Workers (1965) in a highly significant policy decision encouraged strongly the development of undergraduate programmes of social work education in Canadian universities. As pointed out earlier Alberta, also in 1966, began looking at welfare technician courses such as had been started by Ryerson Polytechnical Institute in 1964.

In June of 1959 the Department of Health Education and Welfare published these statements: There is a valid place in social work for personnel with a master's degree in social work and for personnel with a bachelor's degree.

Such personnel have a common purpose. Each however, has a valid place and should be expected to make different contributions. Each should have a respected status, job satisfaction and a clear differential in job function. The proper role of each needs to be determined (p. 2).

They went on to say:

. . . there are responsibilities in public assistance which may require persons with professional education beyond the master's degree, and also persons with educational qualification less than a bachelor's degree who can carry out assigned duties under some work direction For example, case aides and administrative assistants (pp. 2-3).

and further,

There was consensus, however, that the planning and deployment of professional staff should be placed in key spots in relation to the agency program at any given period in the development of the agencies' organization and position (p. 3).

Although these statements were made in 1959 they are very close to the thinking being expressed today.

Jolliffe (1971) at the Social Services Manpower Conference gave these reasons for the growth of the need for social service workers:





1. M.S.W. is pricing himself out of the field . . .  
 . . . at the practitioner level.
2. The person with an M.S.W. degree traditionally  
 has filled administrative and supervisory  
 positions. . . . This has not changed.
3. The B.S.W. program, although providing a "liberal  
 education" does not provide in the curriculum the  
 degree of social services theory and practice as  
 in the Social Service Certificate programs.
4. . . . persons with a M.S.W. degree is overtrained  
 for many of the positions he is now fulfilling or  
 that at least some portions of his work load do  
 not require his level of competence (p. 4).

How these different levels of training are used is still much in question and is part of the reason for this present research.

Wordsworth (1968) expresses the situation this way:

The fact is that different levels of education and skill have emerged, as well as different areas of specialization, . . . . we expect of these levels and specialties, both to make the best use of workers and to help specify the content of their education (p. 172).

To this end, he says:

Information is needed on the practical working distinctions made by agencies and at the same time, they need some general categories within which to report their experience (Woodsworth, 1968, p. 172).

Further he states:

To the extent that this separation of task components can be effected in either direct service or administration, choice is open for the assignment of some tasks to persons at various levels, because of the complexity of the problem or risk of outcome is reduced (p. 174).

Jolliffe (1968) stated that " . . . effective utilization of the personnel involves a careful analysis of all the functions (p. 3),"





but goes on to say:

Educational institutions cannot and should not do this. It is their responsibility to educate and train students in principles based on knowledge and on certain philosophical assumptions, and to begin to develop skills, all of which will be further developed in the agency in which the workers are employed (p. 3).

Hill (1969) agrees with Jolliffe that the most viable way of expansion of the supply of personnel is by defining a variety of skill levels usable in the delivery service. Hill disagrees with Jolliffe's second statement above and contrasts it with this one;

. . . the major characteristics in the differentiation of social work skills, their control and legitimatization rests in education--not in practice, profession or agency (p. 28).

At least two different methods of utilizing the different levels of staff are seen. One way is the use of the M.S.W.'s as supervisors and on the job educators (Kaplan, 1969; McLellan, 1968; Podell, 1969). This raises another issue though. Kaplan (1969) asks whether competence in practice is synonymous with competence in supervision or is it possible that these supervisors should be trained as supervisors and administrators (Wharf, 1966).

Another way is having people with different levels of training assume completely different roles and be responsible for these but not necessarily under professional control (McLellan, 1968).

It can be seen that all kinds of possibilities for the utilization of differently educated staff levels are possible but the theme running through all of this is that task differentiation is a must before it will operate smoothly and help solve the manpower problem.



### Generalist-Specialist Issue

Another issue, much written about in the literature is whether social workers should be trained as generalists, the generic social work education, or educated and trained for specialist positions? A quote from the 1929 Social Work Yearbook asked this very question, so it is not new. Laycock (1967) lists the following statement as a major issue that generates conflict:

. . . degree to which specialization is required in contrast to a more generalized approach and education (p. 152).

Some of the reasons for the generic method are: "general practioners" could apply all social work knowledge and skill with equal facility (Katz, 1967); they will have the major common ingredients that can be modified according to the specific situation (Konopka, 1962); the student will better be able to choose a specialization, based upon a general knowledge (Konopka, 1962); the generic method is more oriented to the social change objective (Towle, 1969); in the technical programs and the undergraduate programs it provides a good foundation for future education or specialization (Jolliffe, 1968).

Some oppose this method of education for these reasons; in a Master's program it might be too much to 'cram in' (Towle, 1969); it may be pushed too far just to solve staff shortages and condense the educational process (Towle, 1969); there are three distinct methods, casework, groupwork and community organization, of social work with distinctive characteristics and it would be realistic in a Master's program to develop an acceptable beginning competence in



more than one method (Katz, 1967). And so the debate goes on with some educational institutions claiming to produce "generic" social service people. Northern Alberta Institute of Technology (N.A.I.T.) makes this claim, the reason being they do not want to limit their graduate's career opportunities (N.A.I.T., 1971-72). Ryerson Polytechnical Institute makes a similar claim (Jolliffe, 1968).

These are the issues relevant to this study, and in the forefront of the social work profession at this point in time. To help shed some light on these issues and the problems outlined in the Introduction this study proposes to help answer these research questions.

### Research Questions

1. What is the current distribution of personnel and which agencies employ them in the social services in Alberta? This refers to those personnel that are employed with the job title "social worker", or supervise "social workers" in agencies that employ "social workers".
2. Are the present educating and training programs meeting the needs of the "social workers", and how might these be improved? This will be based on the personnel's view of their present functions and on what they feel might be their ideal function. Of particular interest to this study is the views on and by "social service" graduates.
3. How do the employed personnel see the future in regards to: manpower and current issues. Again the emphasis will be on the question of the "social service" graduate.





## CHAPTER III

### METHOD

The research questions were outlined at the end of Chapter II. The first step in answering these questions was to design two questionnaires, one for administrators and the other for supervisors and "social workers". The questionnaires were then sent to all the social service personnel in the Province of Alberta. The completed questionnaires were then analyzed to answer the research questions.

#### The Sample

The sample was made up of as many of the social service personnel in the Province of Alberta as possible. For the purpose of this study, the social service personnel that were of interest were those people that have the job title, "Social Worker", "Community Service Worker" or those personnel that act as supervisors or administrators to people having the job title "Social Worker" or "Community Service Worker". The names and addresses of these people were obtained from; personnel offices, community social service directories, personnel in agencies and the writer's personal knowledge. The distribution and numbers of people can be seen in Table 1 and a list of agencies is in Appendix C. It is probable that not all people in the above categories were contacted but it is estimated that greater than 90 percent were contacted.





TABLE 1  
DISTRIBUTION OF THE SAMPLE

Agency	Workers	Administrators
Department of Social Development	417	35
City of Edmonton Social Service	53	1
City of Calgary Social Service	50	1
Small Agencies in Edmonton	75	2
Small Agencies in Calgary	49	3
Small Agencies Outside Calgary or Edmonton	34	3

#### The Choice of a Data Collection Method

A questionnaire was chosen as the method to be used to collect data. This choice was made because of the number of people involved in the sample. Also the distances these people are from Edmonton made personal interviews impossible in the time available. The total population was selected because it was thought that everyone should be able to express their opinions, if they desired. Although the questionnaires, as will be discussed later, are mostly a forced choice type there is some provision for some free expression on any aspect of social work in the Province.



### Development of the Questionnaires

Two questionnaires were designed to answer the research questions.

The Workers' and Supervisors' Questionnaire. This questionnaire was developed by the writer in consultation with the supervisor of this study and with assistance from people holding Master's of Social Work degrees, in both Edmonton and Calgary. Personnel at the School of Social Welfare, University of Calgary were consulted on the content of the questionnaires.

A pilot project was then run in January 1971, at the South Edmonton Regional Office of the Department of Social Development. This involved meeting with the unit supervisors of the office and explaining the questionnaire to them. They in turn distributed copies to all the personnel under their supervision; forty two at that time. The workers were asked to complete the questionnaire and return it in the stamped, self addressed envelope provided. The questionnaire (see Appendix A ) contained an extra sheet specifically for writing comments on the format, clarity or question content. Sixty percent of these questionnaires were returned. The comments received indicated the questionnaire could be understood and completed without too much difficulty. Follow-up interviews were made with three employees to determine if they had interpreted the terms correctly. The indication was that the interpretations were being correctly made.

Before the mailing of the questionnaires to the total population the leading educators for the social service programs in the community colleges were given the opportunity to express their



opinions on the questionnaire and give an indication if the needed information would be obtained. Their comments suggested that the worker's questionnaire could be mailed, but further information needed to be obtained from the administrator's questionnaire still being developed.

The worker's questionnaire was distributed beginning in May 1971.

The Administrators' Questionnaire. This questionnaire (see Appendix A ) included some parts of the worker's questionnaire but also included some additional parts, partly as a result of the prior mentioned comments from the social service educators. A pilot project was not run on this questionnaire and it was distributed starting in June 1971.

### Design and Content of the Questionnaires

Both questionnaires were designed to obtain the necessary information to answer the research questions in the most efficient manner.

Rating scales were chosen for most parts because they could be easily marked and compared. The scales had categories that were both high and low extremes in an attempt to obtain more variance on the scales (Guilford, 1964). The zero (0) point was omitted on some rating scales because the zero might be taken to mean nothing, when in fact this would not be the case on these particular rating scales. The format and instructions were kept as constant as possible so that confusion and effort could be kept to a minimum. Opportunity







was afforded those who wanted to express ideas of their own in line with the purpose of the study.

The Workers' and Supervisors' Questionnaire. The questionnaire first asked very basic questions; name and address, useful in the sending of follow-up letters; phone, in case personal contact was needed; agency, job title, sex, experience, and age.

In Part One of the questionnaire information was solicited about the respondents' education. A section was also included in Part One on whether or not the respondents were considering further education and, if so, what institution in Alberta would they attend. The purpose here was to obtain approximate numbers of people returning to the schools and which of these would have the heaviest demands.

Part Two is described on the questionnaire as "Job Description and Evaluation". In Section A, the respondents are required to divide their time during an average week among eleven social work functions. The purpose of this section was to help delineate the roles of the social workers with different educational levels. In Section B the same eleven functions were listed but in this case asked the respondents to evaluate their own training and education on six point rating scales. The format of Section C followed the same pattern but listed social problems of our community. From Sections B and C it was hoped that areas of weakness in the educational systems might be highlighted and suggestions might be made for better coverage of specific topics in the future. The emphasis in Section D was with the services rendered by the



respondent's agency. In this case the respondent was asked to evaluate the eleven previously mentioned functions as to how the social workers in his agency were fulfilling each of them, again rated on a six-point rating scale. In Section E an attempt was made to discover how respondents saw their agency changing in regard to the same eleven functions by using again a six-point rating scale. Section F was designed to obtain information on changes seen by respondents in four types of personnel and to give an opportunity to include other types if they felt so inclined. In Section G forced choice questions were asked on current social work issues. Section D, E, F, and G were included to attempt to obtain information on how "front-line" workers and supervisors saw the trend in social work moving in the Province. Section H was the final section and gave the respondents a chance to write down any point they might wish to make that might be relevant to the study.

The Administrators' Questionnaire. Due to the comments of the social service educators mentioned previously, the administrator's questionnaire was changed in some respects. This change was felt necessary because the administrators are in a position that possibly allows them to consider these questions on the future from a different point of view. They are also in a position that is possibly closer to these issues and the decisions that can be made. Part One remained the same. Part Two was changed considerably. The sections dealing with preparation in functions and social problems; and the section asking for a time breakdown was omitted as these



sections were not considered applicable to administrators in the majority of the cases. Section A of this questionnaire corresponds to section D of the workers' questionnaire except that two additional functions were included that administrators may be concerned with. Sections B and C of this questionnaire correspond with sections E and F of the workers' questionnaire. Section D corresponds in some respects but had sections added to give the respondents an opportunity to expand on their choices. Although a forced choice section was given it was not expected that a particular choice had to be selected but that the stage could be set for a discussion of the point in the free response section. Two additional areas looking at current social work issues were included for the administrators. Again, a free response section was included at the end of the questionnaire. Overall, the administrator's questionnaire was directed at obtaining ideas for future development in the social services in the Province of Alberta.

#### Distribution of the Questionnaires

The names and addresses of 66% of the social workers were available. In these cases the questionnaire complete with a personalized covering letter (see Appendix A ) and stamped self-addressed envelope was sent in a sealed envelope to that person's agency either by mail or by personal delivery to the agency. Follow-up letters were sent in personalized sealed envelopes approximately two weeks following the initial contact.

In other cases no names were available so a covering form







letter (see Appendix A) was either mailed or delivered along with a stamped self-addressed envelope to the agency. All questionnaires that went outside of Edmonton that fell in this category were mailed to the administrator of the agency with a letter requesting that he distribute the questionnaires to his workers (see Appendix A). A follow-up letter was not sent to people in this category.

### Compilation of the Data

The data was then analyzed by suitable computer programs at the University of Alberta Computing Center. The main program used was NONPIO, a program developed by the Division of Educational Research Services at the University of Alberta. This program provides an output of cross tabulations of frequencies with accompanying percentages. The other program used was written by Mr. D. Precht of the Division of Educational Research Services and provided an outcome of averages for the rating scales. Checks on the reliability of the outputs were made by computing some tables by use of the IBM card sorter and comparing the tables.

Some items on the questionnaires required that interpretations be needed to code the information. These sections were; Free Response and Previous Experience. In these cases categories of responses were coded and two people separately coded the questionnaires then the coders compared results and made decisions on any discrepancies. Ten administrators' questionnaires had many such sections but due to the relatively small number of responses involved the interpretation was not coded but instead was made by the present writer.



## CHAPTER IV

### RESULTS

In this Chapter will be presented the results that were obtained by the two questionnaires. The main method of presentation will be by the use of tables. The tables will be presented in the order in which the data they represent appeared in the questionnaires.

The numbers of both the workers and administrators responding to the listed items are shown in Table 2. Some highlights can be considered. Fifty-eight percent of the workers were from Edmonton or north of Edmonton and seventy-seven percent of the workers came from the larger Alberta cities. Seventy-one percent of the workers are employed by the Department of Health and Social Development. The majority of the workers had less than five years experience but the converse is true of administrators, who had more than five years experience. The majority of the workers are under thirty years of age and again the converse is true of administrators, who generally are over thirty. Of the workers with undergraduate degrees the majority have a Bachelor of Arts degree and three years of education.

Certain definitions will be used in this Chapter and abbreviations used for the terms. They are as follows:

High School Graduate (H.S., high school level, high school people) - These terms refer to respondents of this study who



TABLE 2

BASIC DESCRIPTIVE DATA ON SOCIAL SERVICE PERSONNEL  
IN ALBERTA WHO PARTICIPATED IN THE STUDY

		Workers	Admin.
Location	Edmonton and North of Edmonton	201	12
	Between Edmonton and Calgary	27	6
	Calgary and South of Calgary	117	6
	Edmonton, Calgary, Red Deer and Lethbridge	264	14
Agency	Department of Social Development	243	14
	Department of Health	40	2
	City Social Services	54	2
	Private Agencies	9	6
Job Title	Supervisor	34	-
	Administrator	-	24
Sex	Male	183	21
	Female	161	3
Experience	0-2 years	163	1
	3-5 years	109	6
	6-10 years	46	3
	More than 10 years	17	13





TABLE 2 (CONTINUED)

		Workers	Admin.
Age	Under 25	125	1
	26-30	110	3
	31-40	52	8
	41-50	34	10
	Over 50	22	2
High School	Those having a high school education	23	1
Grade	10	0	0
	11	8	0
	12	15	1
Technical or Community College Education	N.A.I.T.	15	1
	Mount Royal	5	0
	Social Work Diploma	15	0
Under- graduate Education	University of Alberta	95	1
	University of Calgary	29	0
	Other	127	2
	B.A.	205	2
Under- graduate Education	Nurse (R.N.)	18	0



TABLE 2 (CONTINUED)

		Workers	Admin.
Years of Under-Graduate Education	1	6	1
	2	16	0
	3	178	2
	4	71	0
	5	6	0
Graduate Education	Yes	76	17
	University of Calgary	17	1
	University of British Columbia	18	6
	University of Alberta	8	0
	University of Toronto	2	2
	Other	31	8
Years of Graduate Education	1	28	8
	2	41	9
	3	4	0
	4	1	0
	5	1	0
Graduate Degree	Bachelor of Social Work	15	4
	Master of Social Work	31	8



graduated from high school but did not continue their education further.

Social Service Graduate (S.S., social service level, social service people) - These terms refer to the respondents of this study who graduated from a Social Service course offered at a technical institute or community college.

Undergraduate (UG., undergraduate level, undergraduate people) - These terms refer to those people responding to this study who have not gone beyond an undergraduate degree in any field.

Bachelor of Social Work Degree (B.S.W., B.S.W.s, B.S.W. people, B.S.W. level) - These terms refer to the respondents of this study who have attained the level of Bachelor of Social Work, formerly a one year graduate program.

Master of Social Work Degree (M.S.W., M.S.W.'s, M.S.W. people, M.S.W. level) - These terms refer to those respondents of this study who have attained the level of Master of Social Work. The above terms will be used on different occasions using the abbreviated forms in the remainder of the study.

The main concern of this study is role definition and the consequences for future social work education. The following tables will be divided into the separate responses of the different educational levels, as defined above, in an attempt to define their role in relation to their education level. As mentioned above, the B.S.W. referred to here is the one year graduate degree previously offered by some schools of social work.





### Discussion of Tables 3 - 13

The time that various social service personnel spend at different tasks is a factor in defining their role. As shown in Table 3, all educational levels spend the same average time on the function of planning interviews.

The averages for time spent in interviewing (see Table 4), shows M.S.W.'s and B.S.W.'s spending less time at this function than the other levels, although some people at nearly every level spend from 1-45% of their time interviewing. Counselling with individuals (Table 5) is shown as the single most time consuming function for personnel at all levels. Again most levels have people that spend from 1-45% of their time counselling. Thirty per cent of the social service graduates and B.S.W.'s say that they spend 40-45% of their time engaged in this function. Counselling with groups (Table 6) is one of the functions that demands very little time from all levels. The social service graduates, while spending the most time of any level engaged in individual counselling, spends the least amount of time in group counselling. Attending and preparing for court appearances on the average would be the least time involving function, with only 13 people spending over 10% of their time at this activity (see Table 7). Only 147 of the 348 workers responding, even mentioned they were involved in this type of work.

In Table 8 it is seen that case conferences take up a small percentage of the time of most workers, with M.S.W.'s probably involved to the greatest extent.



General committee work does not involve a large number of people (see Table 9), and again is one of the least time involving functions, although M.S.W.'s spend probably the most time engaged in this activity, from a percentage point of view. As shown in Table 10, a majority of the workers are involved in consultations with supervisors or other professionals. M.S.W.'s spend the most time at this activity, 11-15% of their time on the average. Personnel at the other levels spend slightly less time.

Writing reports is engaged in by most people but, as shown in Table 11, on the average B.S.W.'s and M.S.W.'s are less involved in this function than are personnel of other levels.

The keeping of running records (see Table 12), takes less time than writing reports but follows the same pattern as the former in that M.S.W.'s and B.S.W.'s spend on the average less time so engaged than other groups.

As shown in Table 13, staff management involves the most time spent by M.S.W.'s and B.S.W.'s but it is interesting to note that considerable numbers of people with undergraduate degrees are also engaged in this function. This is an activity in which only 83 or 24% of the respondents are involved.



TABLE 3

DISTRIBUTION OF RESPONDENTS ACCORDING TO PERCENTAGE  
TIME SPENT IN PLANNING INTERVIEWS

	Educational Levels				
	High School Graduate	Social Ser. Graduate	Under-graduate	B.S.W.	M.S.W.
% Time Per Week	N = 17	N = 15	N = 201	N = 10	N = 20
1-5	76.5* (13)	66.7 (10)	76.5 (152)	60 (6)	75.0 (15)
6-10	23.5 (4)	26.7 (4)	16.4 (33)	40 (4)	20.0 (4)
11-15			5.0 (10)		
16-20			2.5 (5)		
21-25					
26-30		6.7 (1)	.5 (1)		5.0 (1)
Mean	1-5	1-5	1-5	1-5	1-5

\* Number of people shown in brackets ( ).

Number above brackets is the % of people, totalling 100% vertically (column).





TABLE 4

DISTRIBUTION OF RESPONDENTS ACCORDING TO PERCENTAGE  
TIME SPENT IN INTERVIEWING

	Educational Levels				
	High School Graduate	Social Ser. Graduate	Under-graduate	B.S.W.	M.S.W.
% Time Per Week	N = 19	N = 15	N = 230	N = 14	N = 20
1-5	21.1* (4)	6.7 (1)	13.9 (32)	35.7 (5)	25.0 (5)
6-10	5.3 (1)	20.0 (3)	14.8 (34)	7.1 (1)	15.0 (3)
11-15	10.5 (2)	13.3 (3)	13.5 (31)	21.4 (3)	15.0 (3)
16-20	21.1 (4)	13.3 (2)	22.2 (51)	28.6 (4)	10.0 (2)
21-25		20.0 (2)	11.7 (27)		20.0 (4)
26-30	5.3 (1)	6.7 (2)	8.7 (20)		5.0 (1)
31-35	5.3 (1)	0 (1)	4.8 (11)		5.0 (1)
36-40	10.2 (2)	6.7 (1)	4.3 (10)		
41-45	5.3 (1)	13.3 (2)	6.1 (14)	7.1 (1)	5.0 (1)
Mean	16-20	16-20	16-20	6-10	11-15

\* Number of people shown in brackets ( ).

Number above brackets is the % of people, totalling 100% vertically (column).



TABLE 5

DISTRIBUTION OF RESPONDENTS ACCORDING TO PERCENTAGE  
TIME SPENT IN COUNSELLING INDIVIDUALS

	Educational Levels				
	High School Graduate	Social Ser. Graduate	Under-graduate	B.S.W.	M.S.W.
% Time Per Week	N = 22	N = 13	N = 231	N = 13	N = 21
1-5	18.2* (4)		8.7 (20)	15.4 (2)	14.3 (3)
6-10	22.7 (5)	15.4 (2)	14.7 (34)		19.0 (4)
11-15	9.1 (2)		14.3 (33)	15.4 (2)	14.3 (3)
16-20	22.7 (5)	15.4 (2)	20.3 (47)	15.4 (2)	9.5 (2)
21-25	13.6 (5)	15.4 (2)	10.0 (23)	23.1 (3)	
26-30		15.4 (2)	10.8 (25)		9.5 (2)
31-35	9.1 (2)	7.7 (1)	3.0 (7)		
36-40	4.5 (1)		6.1 (14)		9.5 (2)
41-45		30.8 (4)	12.1 (28)	30.8 (4)	23.8 (5)
Mean	11-15	21-25	16-20	16-20	11-15

\* Number of people shown in brackets ( ).

Number above brackets is the % of people, totalling 100% vertically,  
(column).



TABLE 6

DISTRIBUTION OF RESPONDENTS ACCORDING TO PERCENTAGE  
TIME SPENT IN COUNSELLING GROUPS

	Educational Levels				
	High School Graduate	Social Ser. Graduate	Under-graduate	B.S.W.	M.S.W.
% Time Per Week	N = 9	N = 7	N = 110	N = 7	N = 14
1-5	55.6* (5)	85.7 (6)	53.6 (59)	42.9 (3)	50.0 (7)
6-10	22.2 (2)		25.5 (28)	28.6 (2)	28.6 (4)
11-15		14.3 (1)	10.0 (11)		
16-20	22.2 (2)		5.5 (6)	14.3 (1)	
21-25			2.7 (3)	14.3 (1)	7.1 (1)
26-30			1.8 (2)		7.1 (1)
31-35			0.9 (1)		7.1 (1)
Mean	1-5	1-5	1-5	1-5	1-5

\* Number of people shown in brackets ( ).  
Number above brackets is the % of people, totalling 100% vertically, (column).





TABLE 7

DISTRIBUTION OF RESPONDENTS ACCORDING TO PERCENTAGE  
TIME SPENT IN COURT WORK

	Educational Levels				
	High School Graduate	Social Ser. Graduate	Under-graduate	B.S.W.	M.S.W.
% Time Per Week	N = 13	N = 10	N = 127	N = 2	N = 5
1-5	84.6* (11)	70 (7)	73.2 (93)	50 (1)	100 (5)
6-10	7.7 (1)	20 (2)	18.1 (23)	50 (1)	
11-15		10 (1)	3.1 (4)		
16-20			5.5 (7)		
21-25					
26-30	7.7 (1)				
Mean	1-5	1-5	1-5	1-5	1-5

\* Number of people shown in brackets ( ).

Number above brackets is the % of people, totalling 100% vertically (column).



TABLE 8

DISTRIBUTION OF RESPONDENTS ACCORDING TO PERCENTAGE  
TIME SPENT IN ATTENDING CASE CONFERENCES

	Educational Levels				
	High School Graduate	Social Ser. Graduate	Under-graduate	B.S.W.	M.S.W.
% Time Per Week	N = 13	N = 8	N = 181	N = 11	N = 17
1-5	84.6 * (11)	75 (6)	77.3 (140)	54.5 (6)	41.2 (7)
6-10	7.7 (1)	25 (2)	13.3 (24)	27.3 (3)	23.5 (4)
11-15			6.6 (12)	9.1 (1)	23.5 (4)
16-20	7.7 (1)		1.1 (2)		
21-25			1.1 (2)		11.8 (2)
26-30			0.6 (1)	9.1 (1)	
Mean	1-5	1-5	1-5	1-5	1-5

\*Number of people shown in brackets ( ).

Number above brackets is the % of people, totalling 100% vertically (column)



TABLE 9

DISTRIBUTION OF RESPONDENTS ACCORDING TO PERCENTAGE  
TIME SPENT IN DOING GENERAL COMMITTEE WORK

	Educational Levels				
	High School Graduate	Social Ser. Graduate	Under-graduate	B.S.W.	M.S.W.
% Time Per Week	N = 4	N = 4	N = 90	N = 6	N = 16
1-5	75* (3)	100 (4)	76.7 (69)	100 (6)	56.3 (9)
6-10	25 (1)		12.2 (11)		6.2 (1)
11-15			2.2 (2)		
16-20			3.3 (3)		6.2 (1)
21-25			1.1 (1)		6.2 (1)
26-30			2.2 (2)		6.2 (1)
31-35			1.1 (1)		6.2 (1)
36-40			1.1 (1)		12.5 (2)
Mean	1-5	1-5	1-5	1-5	6-10

\* Number of people shown in brackets ( ).

Number above brackets is the % of people, totalling 100% vertically (column)





TABLE 10

DISTRIBUTION OF RESPONDENTS ACCORDING TO PERCENTAGE  
TIME SPENT IN CONSULTATIONS

	Educational Levels				
	High School Graduate	Social Ser. Graduate	Under-graduate	B.S.W.	M.S.W.
% Time Per Week	N = 22	N = 16	N = 238	N = 14	N = 30
1-5	59.1* (13)	50 (8)	50.0 (119)	35.7 (5)	33.3 (10)
6-10	31.8 (7)	37.5 (6)	28.2 (67)	42.9 (6)	26.7 (8)
11-15		6.2 (1)	13.9 (33)	7.1 (1)	3.3 (1)
16-20	4.5 (1)	6.2 (1)	5.5 (13)	7.1 (1)	16.7 (5)
21-25			0.8 (2)		10.0 (3)
26-30	4.5 (1)		0.4 (1)		3.3 (1)
31-35					
36-40					
41-45			1.3 (3)	7.1 (1)	6.7 (2)
Mean	6-10	6-10	6-10	6-10	11-15

\* Number of people shown in brackets ( ).

Number above brackets is the % of people, totalling 100% vertically  
(column)



TABLE 11

DISTRIBUTION OF RESPONDENTS ACCORDING TO PERCENTAGE  
TIME SPENT IN WRITING REPORTS

	Educational Levels				
	High School Graduate	Social Ser. Graduate	Under-graduate	B.S.W.	M.S.W.
% Time Per Week	N = 21	N = 16	N = 239	N = 13	N = 28
1-5	14.3* (3)	6.2 (1)	16.7 (40)	38.5 (5)	35.7 (10)
6-10	19 (4)	25 (4)	22.6 (54)	30.8 (4)	32.1 (9)
11-15	14.3 (3)	25 (4)	13.0 (31)	7.7 (1)	10.7 (3)
16-20	23.8 (5)	25 (4)	20.1 (48)	23.1 (3)	10.7 (3)
21-25	4.8 (1)	6.2 (1)	5.9 (14)		3.6 (1)
26-30	9.5 (2)	12.5 (2)	11.3 (27)		
31-35	9.5 (2)		1.3 (3)		3.6 (1)
36-40	4.8 (1)		3.3 (8)		
41-45			5.9 (14)		3.6 (1)
Mean	11-15	11-15	11-15	6-10	6-10

\* Number of people shown in brackets ( ).

Number above brackets is the % of people, totalling 100% vertically (column)



TABLE 12

DISTRIBUTION OF RESPONDENTS ACCORDING TO PERCENTAGE  
TIME SPENT IN WRITING RUNNING RECORDS

	Educational Levels				
	High School Graduate	Social Ser. Graduate	Under-graduate	B.S.W.	M.S.W.
% Time Per Week	N = 16	N = 15	N = 212	N = 11	N = 18
1-5	25.0* (4)	20 (3)	32.5 (69)	45.5 (5)	72.2 (13)
6-10	25.0 (4)	33.3 (5)	38.7 (82)	36.4 (4)	5.6 (1)
11-15	12.5 (2)	33.3 (5)	12.7 (27)	9.1 (1)	11.1 (2)
16-20	25.0 (4)	6.7 (1)	10.4 (22)	9.1 (1)	11.1 (2)
21-25	6.2 (1)	6.7 (1)	2.8 (6)		
26-30	6.2 (1)		2.8 (6)		
Mean	6-10	6-10	6-10	1-5	1-5

\* Number of people shown in brackets ( ).

Number above brackets is the % of people, totalling 100% vertically  
(column)





TABLE 13

DISTRIBUTION OF RESPONDENTS ACCORDING TO PERCENTAGE  
TIME SPENT IN STAFF MANAGEMENT

	Educational Levels				
	High School Graduate	Social Ser. Graduate	Under-graduate	B.S.W.	M.S.W.
% Time Per Week	N = 8	N = 1	N = 53	N = 5	N = 16
1-5	25.0* (2)	100 (1)	39.6 (21)	40.0 (2)	18.8 (3)
6-10			11.3 (6)		25 (4)
11-15	25.0 (2)		3.8 (2)		
16-20	12.5 (1)		5.7 (3)		6.2 (1)
21-25			9.4 (5)	20.0 (1)	18.8 (3)
26-30			5.7 (3)	20.0 (1)	12.5 (2)
31-35	12.5 (1)				
36-40			1.9 (1)		
41-45	25.0 (2)		22.6 (2)	20.0 (1)	18.8 (3)
Mean	11-15	0	1-5	21-25	21-25

\* Number of people shown in brackets ( ).

Number above brackets is the % of people, totalling 100% vertically  
(column)



### Discussion of Tables 14 - 24

The data for sections B and C was collected to assess how workers evaluate the adequacy of their formal educational background for performing various functions. The tables 14-24 contain the data from section B and the tables 25-35 contain the data from section C. The respondents were asked to choose from six definitions the definition that best described the type of education they received on each of the eleven functions and eleven social problem areas.

The data summarized in Table 14 pertains to planning interviews. Eighty-one per cent of the people at the high school level felt at least adequately prepared while 68% and 52% of the social service level and undergraduate level, respectively, felt less than adequately prepared. More than 76% of the M.S.W.'s felt at least adequately prepared.

As shown in Table 15, the undergraduates felt least prepared for interviewing, with 43% feeling less than adequately prepared. This represents 106 people, more than the sum of the other categories. For the most part the other levels felt at least adequately prepared with M.S.W.'s feeling on the average very adequately prepared.

The same situation exists for the preparation of both counselling individuals and interviewing, see Table 16. Again 43% of the undergraduates felt less than adequately prepared with most other levels feeling at least adequately prepared and M.S.W.'s feeling on the average very adequately prepared.

The data presented for counselling with groups has a different



pattern than data presented for counselling with individuals (see Table 17). The averages except for M.S.W.'s is inadequate. Only 37% of the undergraduates feel at least adequately prepared for this function.

As shown in Table 18, only high school educated people felt prepared for court work, with undergraduates and B.S.W.'s expressing that they received very inadequate training in this function. One hundred and eight workers with undergraduate education felt that they had next to no preparation in this area.

The only workers, on the average, feeling less than adequately prepared for case conference work were the undergraduates and again 43% felt they could have received better training (see Table 19).

As shown in Table 20, in general committee work, social service graduates, undergraduates and M.S.W.'s felt adequately prepared. The other two levels felt inadequately prepared.

Most workers felt at least adequately prepared for consultations with supervisors and other professionals with M.S.W.'s feeling very adequately prepared (Table 21).

The majority of the workers felt prepared adequately for report writing (see Table 22).

The function of writing running records was regarded by most workers as being adequately prepared for by workers at all levels of education, as shown in Table 23. Many felt very adequately or superiorly trained for the task.

As shown in Table 24, only the high school educated and M.S.W.'s felt adequately prepared for staff management. Under-





graduates felt on the average inadequately prepared with 59% of the respondents feeling less than adequately prepared. Even though M.S.W.'s felt adequately prepared 35% still felt they had less than average training in this respect. High school students felt on the average adequate preparation but 29% felt more than adequate preparation was received.



TABLE 14

DISTRIBUTION OF QUESTIONNAIRE RESPONDENTS ACCORDING TO  
PERCEIVED ADEQUACY OF FORMAL EDUCATION  
FOR INTERVIEW PLANNING

	Rating**							
	N*	-3	-2	-1	1	2	3	Mean
High School Graduate	22		4.5 (1)	13.6 (3)	59.1 (13)	13.6 (3)	9.1 (2)	1
Social Service Graduate	16	6.2 (1)	6.2 (1)	56.3 (9)	31.3 (5)			-1
Undergraduate	247	13.0 (32)	8.5 (21)	30.8 (76)	31.6 (78)	13.0 (32)	3.2 (8)	-1
B.S.W.	14			21.4 (3)	42.9 (6)	35.7 (5)		1
M.S.W.	30			13.3 (4)	30.0 (9)	40.0 (12)	16.7 (5)	

\* Number of people shown in brackets ( ).  
Number above brackets is the % of people, totalling 100% horizontally (row).

\*\* -1 - inadequate                      1 - adequate  
-2 - very inadequate                2 - very adequate  
-3 - completely inadequate        3 - superior



TABLE 15

DISTRIBUTION OF QUESTIONNAIRE RESPONDENTS ACCORDING TO  
PERCEIVED ADEQUACY OF FORMAL EDUCATION FOR  
PREPAREDNESS FOR INTERVIEWING

	Rating**							Mean
	N*	-3	-2	-1	1	2	3	
High School Graduate	22		4.5 (1)	18.2 (4)	27.3 (6)	40.9 (9)	9.1 (2)	1
Social Service Graduate	16			62.5 (10)	31.3 (5)	6.2 (1)		-1
Undergraduate	247	14.6 (36)	9.3 (23)	18.6 (46)	37.2 (92)	16.6 (41)	3.6 (9)	-1
B.S.W.	14			7.1 (1)	57.1 (8)	35.7 (5)		1
M.S.W.	30				33.3 (10)	46.7 (14)	20.0 (6)	2

\* Number of people shown in brackets ( ).

Number above brackets is the % of people, totalling 100% horizontally (row).

** -1 - inadequate	1 - adequate
-2 - very inadequate	2 - very adequate
-3 - completely inadequate	3 - superior





TABLE 16

DISTRIBUTION OF QUESTIONNAIRE RESPONDENTS ACCORDING TO  
PERCEIVED ADEQUACY OF FORMAL EDUCATION FOR  
PREPAREDNESS FOR INDIVIDUAL COUNSELLING

	Rating**							Mean
	N*	-3	-2	-1	1	2	3	
High School Graduate	22			27.3 (6)	54.5 (12)	18.2 (4)		1
Social Service Graduate	14			21.4 (3)	57.1 (8)	14.3 (2)	7.1 (1)	1
Undergraduate	248	12.1 (30)	10.1 (25)	20.6 (51)	37.9 (94)	16.5 (41)	2.8 (7)	-1
B.S.W.	14			21.4 (3)	42.9 (6)	35.7 (5)		1
M.S.W.	31			3.2 (1)	41.9 (13)	41.9 (13)	12.9 (4)	2

\* Number of people shown in brackets ( ).

Number above brackets is the % of people, totalling 100% horizontally (row).

\*\* -1 - inadequate

-2 - very inadequate

-3 - completely inadequate

1 - adequate

2 - very adequate

3 - superior



TABLE 17

DISTRIBUTION OF QUESTIONNAIRE RESPONDENTS ACCORDING TO  
PERCEIVED ADEQUACY OF FORMAL EDUCATION FOR  
PREPAREDNESS FOR COUNSELLING WITH GROUPS

	Rating**							Mean
	N*	-3	-2	-1	1	2	3	
High School Graduate	21	14.3 (3)	9.5 (2)	28.6 (6)	4.2 (9)	4.8 (1)		-1
Social Service Graduate	15		33.3 (5)	20.0 (3)	26.7 (4)	20.0 (3)		-1
Undergraduate	247	21.1 (52)	15.4 (38)	27.1 (67)	25.5 (63)	9.3 (23)	1.6 (4)	-1
B.S.W.	14	14.3 (2)	21.4 (3)	35.7 (5)	14.3 (2)	14.3 (2)		-1
M.S.W.	31	3.2 (1)	3.2 (1)	16.1 (5)	41.9 (13)	25.8 (8)	9.7 (3)	1

\*Number of people shown in brackets ( ).  
Number above brackets is the % of people, totalling 100% horizontally (row).

\*\* -1 - inadequate                      1 - adequate  
-2 - very inadequate                2 - very adequate  
-3 - completely inadequate        3 - superior



TABLE 18

DISTRIBUTION OF QUESTIONNAIRE RESPONDENTS ACCORDING TO  
PERCEIVED ADEQUACY OF FORMAL EDUCATION FOR  
PREPAREDNESS FOR COURT WORK

	Rating**							
	N*	-3	-2	-1	1	2	3	Mean
High School Graduate	21	9.5 (2)	4.8 (1)	9.5 (2)	33.3 (7)	23.8 (5)	19.0 (4)	1
Social Service Graduate	16	6.2 (1)	37.5 (6)	31.3 (5)	25 (4)			-1
Undergraduate	242	44.6 (108)	13.6 (33)	22.7 (55)	12.0 (29)	3.7 (9)	3.3 (8)	-2
B.S.W.	14	28.6 (4)	28.6 (4)	14.3 (2)	14.3 (2)	7.1 (1)	7.1 (1)	-2
M.S.W.	29	10.3 (3)	20.7 (6)	44.8 (13)	17.2 (5)		6.9 (2)	-1

\* Number of people shown in brackets ( ).

Number above brackets is the % of people, totalling 100%  
Horizontally (row).

\*\* -1 - inadequate                      1 - adequate  
 -2 - very inadequate                2 - very adequate  
 -3 - completely inadequate        3 - superior





TABLE 19

DISTRIBUTION OF QUESTIONNAIRE RESPONDENTS ACCORDING TO  
PERCEIVED ADEQUACY OF FORMAL EDUCATION FOR  
PREPAREDNESS FOR CASE CONFERENCE WORK

	Rating**							Mean
	N*	-3	-2	-1	1	2	3	
High School Graduate	22	4.5 (1)	4.5 (1)	22.7 (5)	50.0 (11)	9.1 (2)	9.1 (2)	1
Social Service Graduate	16				75 (12)	25 (4)		1
Undergraduate	247	13.8 (34)	10.1 (25)	20.2 (50)	37.2 (92)	15.4 (38)	3.2 (8)	-1
B.S.W.	14		7.1 (1)	28.6 (4)	14.3 (2)	50.0 (7)		1
M.S.W.	30		3.3 (1)	20.0 (6)	40.0 (12)	23.3 (7)	13.3 (4)	1

\* Number of people shown in brackets ( ).  
Number above brackets is the % of people, totalling 100% horizontally (row).

\*\* -1 - inadequate                      1 - adequate  
-2 - very inadequate                2 - very adequate  
-3 - completely inadequate        3 - superior



TABLE 20

DISTRIBUTION OF QUESTIONNAIRE RESPONDENTS ACCORDING TO  
PERCEIVED ADEQUACY OF FORMAL EDUCATION FOR  
PREPAREDNESS FOR GENERAL COMMITTEE WORK

	Rating**							Mean
	N*	-3	-2	-1	1	2	3	
High School Graduate	21	4.8 (1)	9.5 (2)	28.6 (6)	47.6 (10)	4.8 (1)	4.8 (1)	-1
Social Service Graduate	15	6.7 (1)	13.3 (2)	20.0 (3)	46.7 (7)	6.7 (1)	6.7 (1)	+1
Undergraduate	240	15.8 (38)	5.8 (14)	20.4 (49)	40.8 (98)	15.0 (36)	2.1 (5)	+1
B.S.W.	14	7.1 (1)		35.7 (5)	35.7 (5)	21.4 (3)		-1
M.S.W.	31	6.5 (2)		25.8 (8)	32.3 (10)	25.8 (8)	9.7 (3)	1

\* Number of people shown in brackets ( ).

Number above brackets is the % of people, totalling 100% horizontally (row).

\*\* -1 - inadequate

-2 - very inadequate

-3 - completely inadequate

1 - adequate

2 - very adequate

3 - superior



TABLE 21

DISTRIBUTION OF QUESTIONNAIRE RESPONDENTS ACCORDING TO  
PERCEIVED ADEQUACY OF FORMAL EDUCATION FOR  
PREPAREDNESS FOR CONSULTATIONS

	Rating**							
	N*	-3	-2	-1	1	2	3	Mean
High School Graduate	22			9.1 (2)	54.5 (12)	22.7 (5)	13.6 (3)	1
Social Service Graduate	16			18.8 (3)	43.8 (7)	18.8 (3)	18.8 (3)	1
Undergraduate	247	8.9 (2)	2.8 (7)	15.0 (37)	40.1 (99)	25.9 (64)	7.3 (18)	1
B.S.W.	14			7.1 (1)	57.1 (8)	35.7 (5)		1
M.S.W.	31			3.2 (1)	35.5 (11)	48.4 (15)	12.9 (4)	2

\* Number of people shown in brackets ( ).

Number above brackets is the % of people, totalling 100% horizontally (row).

\*\* -1 - inadequate                      1 - adequate  
      -2 - very inadequate              2 - very adequate  
      -3 - completely inadequate       3 - superior





TABLE 22

DISTRIBUTION OF QUESTIONNAIRE RESPONDENTS ACCORDING TO  
PERCEIVED ADEQUACY OF FORMAL EDUCATION FOR  
PREPAREDNESS FOR REPORT WRITING

	Rating**							Mean
	N*	-3	-2	-1	1	2	3	
High School Graduate	22		4.5 (1)	9.1 (2)	31.8 (7)	36.4 (8)	18.2 (4)	1
Social Service Graduate	16		6.2 (1)	6.2 (1)	43.8 (7)	31.3 (5)	12.5 (2)	1
Undergraduate	248	4.4 (11)	4.4 (11)	14.1 (35)	36.3 (90)	30.6 (76)	10.1 (25)	1
B.S.W.	14		7.1 (1)	14.3 (2)	35.7 (5)	35.7 (5)	7.1 (1)	1
M.S.W.	31	3.2 (1)		9.7 (3)	35.5 (11)	35.5 (11)	16.1 (5)	1

\* Number of people shown in brackets ( ).  
Number above brackets is the % of people, totalling 100% horizontally (row).

\*\* -1 - inadequate                      1 - adequate  
-2 - very inadequate                2 - very adequate  
-3 - completely inadequate        3 - superior



TABLE 23

DISTRIBUTION OF QUESTIONNAIRE RESPONDENTS ACCORDING TO  
PERCEIVED ADEQUACY OF FORMAL EDUCATION FOR  
PREPAREDNESS FOR WRITING RUNNING RECORDS

	Rating**							Mean
	N*	-3	-2	-1	1	2	3	
High School Graduate	22		4.5 (1)	18.2 (4)	54.5 (12)	13.6 (3)	9.1 (2)	1
Social Service Graduate	16		6.2 (1)	12.5 (2)	50.0 (8)	18.8 (3)	12.5 (2)	1
Undergraduate	247	7.3 (18)	5.3 (13)	13.8 (34)	35.6 (88)	29.1 (72)	8.9 (22)	1
B.S.W.	14	7.1 (1)		14.3 (2)	28.6 (4)	42.9 (6)	7.1 (1)	1
M.S.W.	30		3.3 (1)	10.0 (3)	43.3 (13)	33.3 (10)	10.0 (3)	1

\* Number of people shown in brackets ( ).  
Number above brackets is the % of people, totalling 100% horizontally (row).

\*\* -1 - inadequate                      1 - adequate  
-2 - very inadequate                2 - very adequate  
-3 - completely inadequate        3 - superior



TABLE 24

DISTRIBUTION OF QUESTIONNAIRE RESPONDENTS ACCORDING TO  
PERCEIVED ADEQUACY OF FORMAL EDUCATION FOR  
PREPAREDNESS FOR STAFF MANAGEMENT

	Rating**							
	N*	-3	-2	-1	1	2	3	Mean
High School Graduate	21	4.8 (1)	4.8 (1)	14.3 (3)	47.6 (10)	19.0 (4)	9.5 (2)	1
Social Service Graduate	15	13.3 (2)	6.7 (1)	66.7 (10)	6.7 (1)	6.7 (1)		-1
Undergraduate	242	28.5 (69)	8.3 (20)	23.6 (57)	27.3 (66)	9.5 (23)	2.9 (7)	-1
B.S.W.	14	14.3 (2)	14.3 (2)	35.7 (5)	21.4 (3)	14.3 (2)		-1
M.S.W.	31	6.5 (2)		29.0 (9)	38.7 (12)	22.6 (7)	3.2 (1)	1

\* Number of people shown in brackets ( ).  
Number above brackets is the % of people, totalling 100% horizontally (row).

\*\* -1 - inadequate                      1 - adequate  
-2 - very inadequate                2 - very adequate  
-3 - completely inadequate        3 - superior





### Discussion of Tables 25 - 35

The data of section C is described in the same manner except that the preparedness being described is for understanding questions about social problems (see tables 25-35).

The first problem looked at was questions concerned with childhood. In this case most workers felt they were at least adequately prepared and social service graduates and M.S.W.'s felt very adequately prepared (see Table 25).

The same patterns as for childhood problems was evident for preparation in regard to adolescent problems with most people being at least adequately prepared and social service graduates and M.S.W.'s feeling very adequately prepared (see Table 26).

On educational problems most workers again felt adequately prepared but B.S.W.'s felt inadequately prepared and 47% of the M.S.W.'s also felt less than adequately prepared, as shown in Table 27.

Adequate preparation for marital problems was expressed by high school, social service and B.S.W. levels of education (see Table 28). Less than adequate knowledge was expressed by those people with undergraduate degrees, with more than 43% feeling less than adequately prepared. M.S.W.'s on the other hand felt most prepared for questions on this problem.

Again adequate preparation was expressed by all levels as to questions related to crime and delinquency. Many people in this instance did feel very adequately or superiorly educated, as shown in Table 29.



Social service graduates felt most prepared for questions related to health problems, see Table 30, and they felt, on the average, very adequately prepared. Undergraduates felt inadequately prepared, 48% being less than adequately prepared. The people in other levels averaged out to adequate preparation, but in fact, this left substantial numbers of people poorly prepared.

As shown in Table 31, M.S.W.'s felt they were the best prepared of the levels to handle emotional problems and they felt very adequately prepared. High school people on the other hand felt inadequately prepared and many undergraduates fell in this category also, despite their statement of adequate preparation as shown in the average.

On problems related to the aged, see Table 32, preparation was somewhat less at all levels, M.S.W.'s showing the best preparation, along with social service graduates, both with only adequate preparation.

In regard to drug problems the results were not as high as those for problems related to the aged, the whole scale was shifted slightly more to the less prepared side, see Table 33. M.S.W.'s responded with nearly 60% admitting to less than adequate training. Fifty-six per cent of the social service graduates felt less than adequate training and 54% of the high school level felt less than adequate preparation.

In problems related to alcohol, social service graduates expressed very adequate preparation, while undergraduates and



B.S.W.'s felt they had inadequate preparation. High school and M.S.W.'s felt in between (see Table 34).

Preparedness for family life education problems was the last question in this section. As shown in Table 35, M.S.W.'s and social service graduates felt adequately prepared while the others felt inadequate preparation was received.

	B.S.W.	M.S.W.	Social Service	High School
1. Preparedness for family life education problems	100%	100%	100%	100%
2. Preparedness for family life education problems	100%	100%	100%	100%
3. Preparedness for family life education problems	100%	100%	100%	100%
4. Preparedness for family life education problems	100%	100%	100%	100%
5. Preparedness for family life education problems	100%	100%	100%	100%
6. Preparedness for family life education problems	100%	100%	100%	100%
7. Preparedness for family life education problems	100%	100%	100%	100%
8. Preparedness for family life education problems	100%	100%	100%	100%
9. Preparedness for family life education problems	100%	100%	100%	100%
10. Preparedness for family life education problems	100%	100%	100%	100%

TABLE 35  
Preparedness for family life education problems  
by degree and social service experience





TABLE 25

### DISTRIBUTION OF QUESTIONNAIRE RESPONDENTS ACCORDING TO PERCEIVED ADEQUACY OF FORMAL EDUCATION FOR ANSWERING QUESTIONS RELATED TO CHILDHOOD PROBLEMS

	Rating**							
	N*	-3	-2	-1	1	2	3	Mean
High School Graduate	22	4.5 (1)		13.6 (3)	63.6 (14)	18.2 (4)		1
Social Service Graduate	16				50.0 (8)	43.8 (7)	6.2 (1)	2
Undergraduate	247	2.0 (5)	4.0 (10)	15.4 (38)	46.2 (114)	28.7 (71)	3.6 (9)	1
B.S.W.	14				64.3 (9)	28.6 (4)	7.1 (1)	1
M.S.W.	31				51.6 (16)	41.9 (13)	6.5 (2)	2

\* Number of people shown in brackets ( ).  
Number above brackets is the % of people, totalling 100% horizontally (row).

\*\* -1 - inadequate                      1 - adequate  
    -2 - very inadequate                2 - very adequate  
    -3 - completely inadequate        3 - superior



TABLE 26

DISTRIBUTION OF QUESTIONNAIRE RESPONDENTS ACCORDING TO  
PERCEIVED ADEQUACY OF FORMAL EDUCATION FOR ANSWERING  
QUESTIONS RELATED TO ADOLESCENT PROBLEMS

	Rating**							Mean
	N*	-3	-2	-1	1	2	3	
High School Graduate	21	4.8 (1)		19.0 (4)	52.4 (11)	19.0 (4)	4.8 (1)	1
Social Service Graduate	16			6.2 (1)	31.3 (5)	56.3 (9)	6.2 (1)	2
Undergraduate	248	2.4 (6)	3.6 (9)	20.6 (51)	42.7 (106)	27.4 (68)	3.2 (8)	1
B.S.W.	14			7.1 (1)	64.3 (9)	28.6 (4)		1
M.S.W.	31			6.5 (2)	45.2 (14)	41.9 (13)	6.5 (2)	2

\* Number of people shown in brackets ( ).

Number above brackets is the % of people, totalling 100% horizontally (row).

\*\* -1 - inadequate                      1 - adequate  
 -2 - very inadequate                2 - very adequate  
 -3 - completely inadequate        3 - superior



TABLE 27

DISTRIBUTION OF QUESTIONNAIRE RESPONDENTS ACCORDING TO  
PERCEIVED ADEQUACY OF FORMAL EDUCATION FOR ANSWERING  
QUESTIONS RELATED TO EDUCATIONAL PROBLEMS

	Rating**							Mean
	N*	-3	-2	-1	1	2	3	
High School Graduate	22	4.5 (1)		36.4 (8)	50.0 (11)	9.1 (2)		1
Social Service Graduate	15			20 (3)	33.3 (5)	33.3 (5)	13.3 (2)	1
Undergraduate	246	2.8 (7)	4.1 (10)	31.7 (78)	38.2 (94)	19.1 (47)	4.1 (10)	1
B.S.W.	14	7.1 (1)		50.0 (7)	35.7 (5)	7.1 (1)		-1
M.S.W.	30	3.3 (1)		43.3 (13)	36.7 (11)	16.7 (5)		1

\* Number of people shown in brackets ( ).

Number above brackets is the % of people, totalling 100% horizontally (row).

\*\* -1 - inadequate

-2 - very inadequate

-3 - completely inadequate

1 - adequate

2 - very adequate

3 - superior





TABLE 28

DISTRIBUTION OF QUESTIONNAIRE RESPONDENTS ACCORDING TO  
PERCEIVED ADEQUACY OF FORMAL EDUCATION FOR ANSWERING  
QUESTIONS RELATED TO MARITAL PROBLEMS

	Rating**							Mean
	N*	-3	-2	-1	1	2	3	
High School Graduate	22	4.5 (1)	9.1 (2)	31.8 (7)	22.7 (5)	18.2 (4)	13.6 (3)	1
Social Service Graduate	16		18.8 (3)	25.0 (4)	31.3 (5)	18.8 (3)	6.2 (1)	1
Undergraduate	248	6.5 (16)	11.7 (29)	26.2 (65)	31.9 (79)	20.6 (51)	3.2 (8)	-1
B.S.W.	14	7.1 (1)	7.1 (1)	14.3 (2)	28.6 (4)	35.7 (5)	7.1 (1)	1
M.S.W.	31		3.2 (1)	9.7 (3)	32.3 (10)	51.6 (16)	3.2 (1)	2

\* Number of people shown in brackets ( ).

Number above brackets is the % of people, totalling 100% horizontally (row).

\*\* -1 - inadequate                      1 - adequate  
 -2 - very inadequate                2 - very adequate  
 -3 - completely inadequate        3 - superior



TABLE 29

DISTRIBUTION OF QUESTIONNAIRE RESPONDENTS ACCORDING TO  
PERCEIVED ADEQUACY OF FORMAL EDUCATION FOR ANSWERING  
QUESTIONS RELATED TO CRIME AND DELINQUENCY

	Rating**							Mean
	N*	-3	-2	-1	1	2	3	
High School Graduate	22	9.1 (2)		18.2 (4)	27.3 (6)	36.4 (8)	9.1 (2)	1
Social Service Graduate	16		6.2 (1)		62.5 (10)	25.0 (4)	6.2 (1)	1
Undergraduate	248	4.8 (12)	5.2 (13)	24.6 (61)	37.9 (94)	22.6 (56)	4.8 (12)	1
B.S.W.	14			28.6 (4)	35.7 (5)	21.4 (3)	14.3 (2)	1
M.S.W.	31		3.2 (1)	19.4 (6)	54.8 (17)	19.4 (6)	3.2 (1)	1

\* Number of people shown in brackets ( ).  
Number above brackets is the % of people, totalling 100% horizontally (row).

\*\* -1 - inadequate                      1 - adequate  
-2 - very inadequate                2 - very adequate  
-3 - completely inadequate        3 - superior



TABLE 30

DISTRIBUTION OF QUESTIONNAIRE RESPONDENTS ACCORDING TO  
PERCEIVED ADEQUACY OF FORMAL EDUCATION FOR ANSWERING  
QUESTIONS RELATED TO HEALTH

	Rating**							Mean
	N*	-3	-2	-1	1	2	3	
High School Graduate	22	4.5 (1)	4.5 (1)	27.3 (6)	54.5 (12)	9.1 (2)		1
Social Service Graduate	16			18.8 (3)	25.0 (4)	50.0 (8)	6.2 (1)	2
Undergraduate	246	6.9 (17)	11.4 (28)	29.7 (73)	32.5 (80)	14.6 (36)	4.9 (12)	-1
B.S.W.	14			42.9 (6)	28.6 (4)	21.4 (3)	7.1 (1)	1
M.S.W.	31	3.2 (1)		29.0 (9)	45.2 (14)	19.4 (6)	3.2 (1)	1

\* Number of people shown in brackets ( ).  
Number above brackets is the % of people, totalling 100%,  
horizontally (row).

\*\* -1 - inadequate                      1 - adequate  
-2 - very inadequate                2 - very adequate  
-3 - completely inadequate        3 - superior





TABLE 31

DISTRIBUTION OF QUESTIONNAIRE RESPONDENTS ACCORDING TO  
PERCEIVED ADEQUACY OF FORMAL EDUCATION FOR ANSWERING  
QUESTIONS RELATED TO EMOTIONAL PROBLEMS

	Rating**							
	N*	-3	-2	-1	1	2	3	Mean
High School Graduate	22	9.1 (2)	13.6 (3)	36.4 (8)	36.4 (8)		4.5 (1)	-1
Social Service Graduate	16		12.5 (2)	6.2 (1)	18.8 (3)	56.3 (9)	6.2 (1)	1
Undergraduate	249	5.6 (14)	7.6 (19)	18.1 (45)	35.3 (88)	27.7 (69)	5.6 (14)	1
B.S.W.	14			14.3 (2)	42.9 (6)	42.9 (6)		1
M.S.W.	31	3.2 (1)		6.5 (2)	38.7 (12)	41.9 (13)	9.7 (3)	2

\* Number of people shown in brackets ( ).  
Number above brackets is the % of people, totalling 100% horizontally (row).

\*\* -1 - inadequate                      1 - adequate  
-2 - very inadequate                2 - very adequate  
-3 - completely inadequate        3 - superior



TABLE 32

DISTRIBUTION OF QUESTIONNAIRE RESPONDENTS ACCORDING TO  
PERCEIVED ADEQUACY OF FORMAL EDUCATION FOR ANSWERING  
QUESTIONS RELATED TO THE AGED

	Rating**							Mean
	N*	-3	-2	-1	1	2	3	
High School Graduate	22	9.1 (2)		36.4 (8)	31.8 (7)	22.7 (5)		-1
Social Service Graduate	16		6.2 (1)	6.2 (1)	50.0 (8)	37.5 (6)		1
Undergraduate	247	9.3 (23)	8.5 (21)	27.9 (69)	36.0 (89)	13.4 (33)	4.9 (12)	-1
B.S.W.	14	7.1 (1)	7.1 (1)	35.7 (5)	42.9 (6)	7.1 (1)		-1
M.S.W.	31		6.5 (2)	16.1 (5)	54.8 (17)	19.4 (6)	3.2 (1)	1

\* Number of people shown in brackets ( ).

Number above brackets is the % of people, totalling 100% horizontally (row).

\*\* -1 - inadequate                      1 - adequate  
 -2 - very inadequate                2 - very adequate  
 -3 - completely inadequate        3 - superior



TABLE 33

DISTRIBUTION OF QUESTIONNAIRE RESPONDENTS ACCORDING TO  
PERCEIVED ADEQUACY OF FORMAL EDUCATION FOR ANSWERING  
QUESTIONS RELATED TO DRUGS

	Rating**							Mean
	N*	-3	-2	-1	1	2	3	
High School Graduate	22	13.6 (3)	4.5 (1)	36.4 (8)	27.3 (6)	13.6 (3)	4.5 (1)	-1
Social Service Graduate	16	6.2 (1)	12.5 (2)	37.5 (6)	37.5 (6)	6.2 (1)		-1
Undergraduate	247	15.0 (37)	10.1 (25)	33.6 (83)	23.1 (57)	14.6 (36)	3.6 (9)	-1
B.S.W.	14	14.3 (2)		64.3 (9)	7.1 (1)	14.3 (2)		-1
M.S.W.	31	9.7 (3)	6.5 (2)	35.5 (11)	29.0 (9)	16.1 (5)	3.2 (1)	-1

\* Number of people shown in brackets ( ).

Number above brackets is the % of people, totalling 100% horizontally (row).

\*\* -1 - inadequate                      1 - adequate  
 -2 - very inadequate                2 - very adequate  
 -3 - completely inadequate        3 - superior





TABLE 34

DISTRIBUTION OF QUESTIONNAIRE RESPONDENTS ACCORDING TO  
PERCEIVED ADEQUACY OF FORMAL EDUCATION FOR ANSWERING  
QUESTIONS RELATED TO ALCOHOL PROBLEMS

	Rating**							
	N*	-3	-2	-1	1	2	3	Mean
High School Graduate	22	4.5 (1)	9.1 (2)	27.3 (6)	40.9 (9)	13.6 (3)	4.5 (1)	1
Social Service Graduate	16				37.5 (6)	56.3 (9)	6.2 (1)	2
Undergraduate	248	8.1 (20)	8.1 (20)	32.3 (80)	33.9 (84)	15.7 (39)	2.0 (5)	-1
B.S.W.	14		7.1 (1)	57.1 (8)	21.4 (3)	14.3 (2)		-1
M.S.W.	31	3.2 (1)	3.2 (1)	38.7 (12)	35.5 (11)	16.1 (5)	3.2 (1)	1

\* Number of people shown in brackets ( ).

Number above brackets is the % of people, totalling 100% horizontally (row).

\*\* -1 - inadequate                      1 - adequate  
 -2 - very inadequate                2 - very adequate  
 -3 - completely inadequate        3 - superior



TABLE 35

DISTRIBUTION OF QUESTIONNAIRE RESPONDENTS ACCORDING TO  
PERCEIVED ADEQUACY OF FORMAL EDUCATION FOR ANSWERING  
QUESTIONS RELATED TO FAMILY LIFE EDUCATION

	Rating**							Mean
	N*	-3	-2	-1	1	2	3	
High School Graduate	22	4.5 (1)		54.5 (12)	36.4 (8)	4.5 (1)		-1
Social Service Graduate	16			31.3 (5)	31.3 (5)	37.5 (6)		1
Undergraduate	248	8.5 (21)	9.7 (24)	30.6 (76)	32.3 (80)	15.3 (38)	3.6 (9)	-1
B.S.W.	14	7.1 (1)	7.1 (1)	14.3 (2)	64.3 (9)	7.1 (1)		-1
M.S.W.	31		3.2 (1)	32.3 (10)	32.3 (10)	29.0 (9)	3.2 (1)	1

\* Number of people shown in brackets ( ).

Number above brackets is the % of people, totalling 100% horizontally (row).

\*\* -1 - inadequate                      1 - adequate  
 -2 - very inadequate                2 - very adequate  
 -3 - completely inadequate        3 - superior



### Discussion of Tables 36 - 48

In Section D of the worker's questionnaire and Section A of the administrator's questionnaire the workers and administrators are asked to envisage the quality of the services rendered to the clients. The same definitions apply to this section as to the two previous sections.

In interview planning all the levels, now including those people in administrative positions, felt that adequate service was being rendered (see Table 36).

The service rendered by the function of interviewing was seen as adequate by all levels and many saw it as very adequate (see Table 37).

As shown in Table 38, the ratings were similar for counselling with individuals as it was with interviewing, all feeling it was adequate, with many saying it was very adequate.

As indicated in Table 39, only high school people felt that the services rendered by the function of group counselling was adequate. The other levels felt that it was inadequate. Social service graduates even felt it was very inadequate. Despite the averages, 33% of the undergraduates felt it was at least adequate and 45% of the M.S.W.'s felt the same way.

M.S.W.'s and B.S.W.'s were the only two groups that felt that the service rendered by court appearances was inadequate, the other levels saw it as being adequate (Table 40).





The service rendered by the holding of case conferences was seen as adequate by all levels, with administrators leaning the most in this direction (see Table 41).

As shown in Table 42, except for social service graduates and high school people, who felt that committee work rendered inadequate service, the other levels felt that the service was adequate in this regard.

The mean ratings for all levels in regard to consultations, and their benefit, was adequate with many feeling this provided very adequate or superior service to the client (see Table 43).

The consensus was that the service rendered by writing reports was adequate and many felt it may be more than adequate (see Table 44).

A similar consensus was reached about writing running records, (see Table 45).

In regard to staff management, the service rendered by people performing this function was felt to be adequate by all levels, as shown in Table 46.

Two additional scales were added to the administrator's questionnaire for this section. These were community organization and policy development. In Tables 47 and 48 are shown the respondent's ratings. They felt that the community organization function was rendering inadequate service, while policy development was seen as adequate.



TABLE 36  
RATING OF SERVICES RENDERED BY INTERVIEW PLANNING

	Rating**							Mean
	N*	-3	-2	-1	1	2	3	
High School Graduate	22	4.5 (1)		13.6 (3)	72.7 (16)	4.5 (1)	4.5 (1)	1
Social Service Graduate	16	6.2 (1)		18.8 (3)	56.3 (9)	18.8 (3)		1
Undergraduate	241	5.0 (12)	7.5 (18)	28.6 (69)	46.9 (113)	10.8 (26)	1.2 (3)	1
B.S.W.	13			23.1 (3)	46.2 (6)	23.1 (3)	7.7 (1)	1
M.S.W.	28	3.6 (1)		17.9 (5)	60.7 (17)	17.9 (5)		1
Administrators	23	4.3 (1)	4.3 (1)	26.1 (6)	52.2 (12)	8.7 (2)	4.3 (1)	1

\* Number of people shown in brackets ( ).  
Number above brackets is the % of people, totalling 100% horizontally (row).

\*\* -1 - inadequate                      1 - adequate  
-2 - very inadequate                2 - very adequate  
-3 - completely inadequate        3 - superior



TABLE 37  
RATING OF SERVICES RENDERED BY INTERVIEWING

	Rating**							Mean
	N*	-3	-2	-1	1	2	3	
High School Graduate	23	4.3 (1)	4.3 (1)	8.7 (2)	60.9 (14)	17.4 (4)	4.3 (1)	1
Social Service Graduate	16		6.2 (1)	6.2 (1)	56.3 (9)	31.3 (5)		1
Undergraduate	242	1.2 (3)	5.8 (14)	18.2 (44)	53.3 (129)	20.2 (49)	1.2 (3)	1
B.S.W.	14			14.3 (2)	35.7 (5)	42.9 (6)	7.1 (1)	1
M.S.W.	28			10.7 (3)	57.1 (16)	28.6 (8)	3.6 (1)	1
Administrators	23			21.7 (5)	52.2 (12)	17.4 (4)	8.7 (2)	1

\* Number of people shown in brackets ( ).  
Number above brackets is the % of people, totalling 100% horizontally (row).

\*\* -1 - inadequate                      1 - adequate  
-2 - very inadequate                2 - very adequate  
-3 - completely inadequate        3 - superior





TABLE 38  
RATING OF SERVICES RENDERED BY INDIVIDUAL COUNSELLING

	Rating**							
	N*	-3	-2	-1	1	2	3	Mean
High School Graduate	23		4.3 (1)	17.4 (4)	56.5 (13)	17.4 (4)	4.3 (1)	1
Social Service Graduate	16		6.2 (1)	18.8 (3)	50.0 (8)	18.8 (3)	6.2 (1)	1
Undergraduate	242	3.7 (9)	10.7 (26)	22.3 (54)	41.7 (101)	19.0 (46)	2.5 (6)	1
B.S.W.	14			7.1 (1)	35.7 (5)	50.0 (7)	7.1 (1)	1
M.S.W.	28		7.1 (2)	3.6 (1)	57.1 (16)	28.6 (8)	3.6 (1)	1
Administrators	22			31.8 (7)	36.4 (8)	22.7 (5)	9.1 (2)	1

\* Number of people shown in brackets ( ).  
Number above brackets is the % of people, totalling 100% horizontally (row).

\*\* -1 - inadequate                      1 - adequate  
-2 - very inadequate                2 - very adequate  
-3 - completely inadequate        3 - superior



TABLE 39  
RATING OF SERVICES RENDERED BY GROUP COUNSELLING

	Rating**							
	N*	-3	-2	-1	1	2	3	Mean
High School Graduate	22	9.1 (2)		27.3 (6)	54.5 (12)	4.5 (1)	4.5 (1)	1
Social Service Graduate	14	14.3 (2)	14.3 (2)	57.1 (8)	14.3 (2)			-2
Undergraduate	239	11.7 (28)	19.7 (47)	35.6 (85)	22.6 (54)	9.2 (22)	1.3 (3)	-1
B.S.W.	14		7.1 (1)	50.0 (7)	21.4 (3)	14.3 (2)	7.1 (1)	-1
M.S.W.	28	7.1 (2)	10.7 (3)	35.7 (10)	25.0 (7)	17.9 (5)	3.6 (1)	-1
Administrators	23	17.4 (4)	8.7 (2)	39.1 (9)	21.7 (5)	4.3 (1)	8.7 (2)	-1

\* Number of people shown in brackets ( ).  
Number above brackets is the % of people, totalling 100% horizontally (row).

\*\* -1 - inadequate                      1 - adequate  
-2 - very inadequate                2 - very adequate  
-3 - completely inadequate        3 - superior



TABLE 40  
RATING OF SERVICES RENDERED BY COURT

	Rating**							
	N*	-3	-2	-1	1	2	3	Mean
High School Graduate	23	4.3 (1)	8.7 (2)	13.0 (3)	47.8 (11)	17.4 (4)	8.7 (2)	1
Social Services Graduate	16		6.2 (1)	18.8 (3)	56.3 (9)	18.8 (3)		1
Undergraduate	229	1.7 (4)	4.8 (11)	19.2 (44)	45.4 (104)	24.0 (55)	4.8 (11)	1
B.S.W.	13	7.7 (1)	7.7 (1)	15.4 (2)	61.5 (8)	7.7 (1)		-1
M.S.W.	27		3.7 (1)	25.9 (7)	44.4 (12)	25.9 (7)		-1
Administrators	19			5.3 (1)	68.4 (13)	15.8 (3)	10.5 (2)	1

\* Number of people shown in brackets ( ).

Number above brackets is the % of people, totalling 100% horizontally (row).

\*\* -1 - inadequate                      1 - adequate  
 -2 - very inadequate                2 - very adequate  
 -3 - completely inadequate        3 - superior



TABLE 41  
RATING OF SERVICES RENDERED BY CASE CONFERENCES

	Rating**							
	N*	-3	-2	-1	1	2	3	Mean
High School Graduate	23	4.3 (1)	4.3 (1)	30.4 (7)	47.8 (11)	8.7 (2)	4.3 (1)	1
Social Service Graduate	15			40 (6)	60 (9)			1
Undergraduate	237	2.5 (6)	5.9 (14)	20.7 (49)	46.0 (109)	20.7 (49)	4.2 (10)	1
B.S.W.	14	7.1 (1)	7.1 (1)		64.3 (9)	21.4 (3)		1
M.S.W.	28		14.3 (4)	10.7 (3)	46.4 (13)	21.4 (3)	7.1 (2)	1
Administrators	22	4.5 (1)		4.5 (1)	59.1 (13)	22.7 (5)	9.1 (2)	1

\* Number of people shown in brackets ( ).

Number above brackets is the % of people, totalling 100% horizontally (row).

** -1 - inadequate	1 - adequate
-2 - very inadequate	2 - very adequate
-3 - completely inadequate	3 - superior





TABLE 42

## RATING OF SERVICES RENDERED BY COMMITTEE WORK

	Rating**							
	N*	-3	-2	-1	1	2	3	Mean
High School Graduate	22	4.5 (1)		54.5 (12)	36.4 (8)	4.5 (1)		-1
Social Service Graduate	14	7.1 (1)	14.3 (2)	50.0 (7)	28.6 (4)			-1
Undergraduate	223	6.3 (14)	7.2 (16)	34.1 (76)	41.7 (93)	8.1 (18)	2.7 (6)	+1
B.S.W.	13			30.8 (4)	53.8 (7)	7.7 (1)	7.7 (1)	+1
M.S.W.	27	7.4 (2)		18.5 (5)	44.4 (12)	22.2 (6)	7.4 (2)	+1
Administrators	21		4.8 (1)	14.3 (3)	52.4 (11)	23.8 (5)	4.8 (1)	1

\* Number of people shown in brackets ( ).  
 Number above brackets is the % of people totalling 100% horizontally (row).

\*\* -1 - inadequate                      1 - adequate  
 -2 - very inadequate                2 - very adequate  
 -3 - completely inadequate        3 - superior



TABLE 43

RATING OF SERVICES RENDERED BY CONSULTATIONS  
WITH SUPERVISORS OR OTHER PROFESSIONALS

	Rating**							
	N*	-3	-2	-1	1	2	3	Mean
High School Graduate	23			21.7 (5)	47.8 (11)	26.1 (6)	4.3 (1)	1
Social Service Graduate	16			6.2 (1)	62.5 (6)	18.8 (7)	12.5 (1)	1
Undergraduate	241	1.2 (3)	4.1 (10)	12.9 (31)	45.6 (110)	30.7 (74)	5.4 (13)	1
B.S.W.	14			7.1 (1)	64.3 (9)	7.1 (1)	21.4 (3)	1
M.S.W.	28	3.6 (1)		21.4 (6)	32.1 (9)	39.3 (11)	3.6 (1)	1
Administrators	23		13.0 (3)	8.7 (2)	43.5 (10)	30.4 (7)	4.3 (1)	1

\* Number of people shown in brackets ( ).

Number above brackets is the % of people, totalling 100% horizontally (row).

\*\* -1 - inadequate                      1 - adequate  
 -2 - very inadequate                2 - very adequate  
 -3 - completely inadequate        3 - superior



TABLE 44  
RATING OF SERVICES RENDERED BY WRITING REPORTS

	Rating**							
	N*	-3	-2	-1	1	2	3	Mean
High School Graduate	23			21.7 (5)	47.8 (11)	26.1 (6)	4.3 (1)	1
Social Services Graduate	16			12.5 (2)	56.3 (9)	18.8 (3)	12.5 (2)	1
Undergraduate	242	2.5 (6)	3.3 (8)	7.4 (18)	49.6 (120)	28.5 (69)	8.7 (21)	1
B.S.W.	14				50.0 (7)	50.0 (7)		1
M.S.W.	28	3.6 (1)	3.6 (1)	7.1 (2)	53.6 (15)	25.0 (7)	7.1 (2)	1
Administrators	23			8.7 (2)	56.5 (13)	26.1 (6)	8.7 (2)	1

\* Number of people shown in brackets ( ).  
Number above brackets is the % of people, totalling 100% horizontally (row).

\*\* -1 - inadequate                      1 - adequate  
-2 - very inadequate                2 - very adequate  
-3 - completely inadequate        3 - superior





TABLE 45  
RATING OF SERVICES RENDERED BY WRITING RUNNING RECORDS

	Rating**							Mean
	N*	-3	-2	-1	1	2	3	
High School Graduate	23			8.7 (2)	65.2 (15)	21.7 (5)	4.3 (1)	1
Social Service Graduate	16			25.0 (4)	43.8 (7)	18.8 (3)	12.5 (2)	1
Undergraduate	241	2.1 (5)	3.3 (8)	10.0 (24)	54.4 (131)	22.8 (55)	7.5 (18)	1
B.S.W.	14			7.1 (1)	50.0 (7)	42.9 (6)		1
M.S.W.	28	3.6 (1)		14.3 (4)	57.1 (16)	25.0 (7)		1
Administrators	23			4.3 (1)	52.2 (12)	39.1 (9)	4.3 (1)	1

\* Number of people shown in brackets ( ).  
Number above brackets is the % of people, totalling 100% horizontally (row).

\*\* -1 - inadequate                      1 - adequate  
-2 - very inadequate                2 - very adequate  
-3 - completely inadequate        3 - superior



TABLE 46

## RATING OF SERVICES RENDERED BY STAFF MANAGEMENT

	Rating**							
	N*	-3	-2	-1	1	2	3	Mean
High School Graduate	22	9.2 (2)		18.2 (4)	40.9 (9)	27.3 (6)	4.5 (1)	1
Social Service Graduate	14	7.1 (1)		28.6 (4)	57.1 (8)	7.1 (1)		+1
Undergraduate	231	6.5 (15)	7.4 (17)	25.1 (58)	42.9 (99)	12.6 (29)	5.6 (13)	+1
B.S.W.	14			21.4 (3)	57.1 (8)	7.1 (1)	14.3 (2)	1
M.S.W.	28		3.6 (1)	28.6 (8)	53.6 (15)	10.7 (3)	3.6 (1)	+1
Administrators	21		4.8 (1)	14.3 (3)	47.6 (10)	23.8 (5)	9.5 (2)	1

\* Number of people shown in brackets ( ).

Number above brackets is the % of people, totalling 100% horizontally (row).

\*\* -1 - inadequate                      1 - adequate  
 -2 - very inadequate                2 - very adequate  
 -3 - completely inadequate        3 - superior



TABLE 47

## RATING OF SERVICES RENDERED BY COMMUNITY ORGANIZATIONS

	Rating**							
	N*	-3	-2	-1	1	2	3	Mean
Administrators	18	10.5 (2)	10.5 (2)	47.4 (9)	15.8 (3)	10.5 (2)	5.3 (1)	1

TABLE 48

## RATING OF SERVICES RENDERED BY POLICY DEVELOPMENT

	Rating**							
	N*	-3	-2	-1	1	2	3	Mean
Administrators	19	5.3 (1)		31.1 (6)	47.8 (9)	10.5 (2)	5.3 (1)	1

\* Number of people shown in brackets ( ).  
 Number above brackets is the % of people, totalling 100% horizontally (row).

\*\* -1 - inadequate                      1 - adequate  
 -2 - very inadequate                2 - very adequate  
 -3 - completely inadequate        3 - superior





### Discussion of Tables 49 - 59

Section E of the worker's questionnaire and Section B of the administrator's questionnaire correspond. The interest here is in assessing what changes should be made in the eleven functions, to better serve clients in the future. The respondents were allowed to choose between six categories. These categories are labelled on the tables used to describe this section.

As shown in Table 49, Administrators saw on the average a need for a 50% increase in interview planning. They were the only personnel seeing a need for an increase. All the other levels, except social service graduates felt that no change was needed. Social service graduates felt that 50% less would be adequate. M.S.W.'s and B.S.W.'s felt that no change was necessary, while the other levels felt that at least a 50% increase in interviewing would provide better service to the client as shown in Table 50.

Most workers and administrators felt that individual counselling time could be increased at least 50% but social service graduates, on the average, saw an increase of two times as being more realistic, (see Table 51).

In regard to counselling with groups the levels split 3 and 3. Undergraduates, B.S.W.'s and Administrators felt that twice as much time should be spent on this function, while the other levels saw only a 50% increase as necessary, as shown in Table 52.

Time spent in court work was shown to be adequate and no change was necessary for the future by all levels (see Table 53).





The suggestion from the data, in Table 54, is that case conferences could undergo a 50% increase, to provide better service to clients. M.S.W.'s and B.S.W.'s were the only workers who felt, on the average, that no change was necessary.

The concensus in regard to general committee work, was that no change would be the best approach, as shown in Table 55.

As shown in Table 56, all but high school educated people saw a need for a 50% increase in consultations with supervisors and other professionals.

In regard to writing reports all levels indicated no change was necessary in this function. Even though undergraduates, on the average, indicated no change, a large number, over 45%, felt that less time spent might be more beneficial, see Table 57.

The situation is very similar for writing running records, with all levels suggesting no change (see Table 58).

As shown in Table 59, B.S.W.'s and M.S.W.'s see a 50% increase in time spent on staff management as being beneficial to the client. All the other levels see no change as being most adequate course to follow.



TABLE 49  
CHANGE IN TIME SEEN IN PLANNING INTERVIEWS

	Rating**							
	N*	-2	-1	0	1	2	3	Mean
High School Graduate	23			60.9 (14)	34.8 (8)	4.3 (1)		0
Social Service Graduate	16	6.2 (1)	81.3 (13)	12.5 (2)				-1
Undergraduate	244	.4 (1)	2.0 (5)	51.2 (125)	32.0 (78)	9.4 (23)	4.9 (12)	0
B.S.W.	14			50.0 (7)	42.9 (6)	7.1 (1)		0
M.S.W.	26			57.7 (15)	38.5 (10)		3.8 (1)	0
Administrators	23		4.8 (1)	34.8 (8)	39.1 (9)	13.0 (3)	8.7 (2)	1

\* Number of people shown in brackets ( ).  
Number above brackets is the % of people, totalling 100% horizontally (row).

\*\* 0 - No change                      1 - 50% more  
-1 - 50% less                      2 - Twice as many  
-2 - No time spent                3 - More than twice as much



TABLE 50  
CHANGE IN TIME SEEN IN INTERVIEWING

	Rating**							
	N*	-2	-1	0	1	2	3	Mean
High School Graduate	23			39.1 (9)	43.5 (10)	13.0 (3)	4.3 (1)	1
Social Service Graduate	16			25.0 (4)	68.8 (11)	6.2 (1)		1
Undergraduate	245		3.3 8	34.7 (85)	34.3 (84)	21.2 (52)	6.5 (16)	1
B.S.W.	15		13.3 (2)	53.3 (8)	13.3 (2)	13.3 (2)	6.7 (1)	0
M.S.W.	26		3.8 (1)	46.2 (12)	42.3 (11)	3.8 (1)	3.8 (1)	0
Administrators	23		4.3 (1)	34.8 (8)	39.1 (9)	13.0 (3)	8.7 (2)	1

\* Number of people shown in brackets ( ).  
Number above brackets is the % of people, totalling 100% horizontally (row).

\*\* 0 - No change                      1 - 50% more  
-1 - 50% less                      2 - Twice as many  
-2 - No time spent                3 - More than twice as much





TABLE 51  
CHANGE IN TIME SEEN IN COUNSELLING

	Rating**							
	N*	-2	-1	0	1	2	3	Mean
High School Graduate	23			11.4 (4)	39.1 (9)	39.1 (9)	4.3 (1)	1
Social Service Graduate	16			6.2 (1)	50 (8)	31.3 (5)	12.5 (2)	2
Undergraduate	245	.4 (1)	1.2 (3)	12.2 (30)	30.6 (75)	36.3 (89)	19.2 (47)	1
B.S.W.	15		6.7 (1)	33.3 (5)	26.7 (4)	26.7 (4)	6.7 (1)	1
M.S.W.	26	3.8 (1)	3.8 (1)	26.9 (7)	38.5 (10)	23.1 (6)	3.8 (1)	1
Administrators	23		4.3 (1)	26.1 (6)	43.5 (10)	17.4 (4)	8.7 (2)	1

\* Number of people shown in brackets ( ).

Number above brackets is the % of people, totalling 100% horizontally (row).

\*\* 0 - No change

-1 - 50% less

-2 - No time spent

1 - 50% more

2 - Twice as many

3 - More than twice as much



TABLE 52

CHANGE IN TIME SEEN IN GROUP COUNSELLING

	Rating**							
	N*	-2	-1	0	1	2	3	Mean
High School Graduate	22		4.5 (1)	27.3 (6)	45.5 (10)	22.7 (5)		1
Social Service Graduate	16	6.2 (1)		43.8 (7)	18.8 (3)	18.8 (3)	12.5 (2)	1
Undergraduate	243	.4 (1)		11.9 (29)	28.4 (69)	33.3 (81)	25.9 (63)	2
B.S.W.	15			13.3 (2)	40.0 (6)	13.3 (2)	33.3 (5)	2
M.S.W.	26			11.5 (3)	38.5 (10)	34.6 (9)	15.4 (4)	1
Administrators	23			7.1 (4)	43.5 (10)	26.1 (6)	13.0 (3)	2

\* Number of people shown in brackets ( ).  
Number above brackets is the % of people, totalling 100% horizontally (row).

```

**  0  - No change          1  - 50% more
    -1  - 50% less         2  - Twice as many
    -2  - No time spent    3  - More than twice as much

```



TABLE 53  
CHANGE IN TIME SEEN FOR COURT WORK

	Rating**							
	N*	-2	-1	0	1	2	3	Mean
High School Graduate	23			60.9 (14)	30.4 (7)	8.7 (2)		0
Social Service Graduate	15	6.7 (1)	6.7 (1)	60.0 (9)	26.7 (4)			0
Undergraduate	232	2.6 (6)	6.5 (15)	72.0 (167)	14.2 (33)	3.4 (8)	1.3 (3)	0
B.S.W.	13	7.7 (1)	15.4 (2)	61.5 (8)	15.4 (2)			0
M.S.W.	25	4.0 (1)	4.0 (1)	84.0 (21)	4.0 (1)		4.0 (1)	0
Administrators	19	5.3 (1)		84.2 (16)	10.5 (2)			0

\* Number of people shown in brackets ( ).  
Number above brackets is the % of people, totalling 100% horizontally (row).

\*\* 0 - No change                      1 - 50% more  
-1 - 50% less                      2 - Twice as many  
-2 - No time spent                3 - More than twice as much



TABLE 54  
CHANGE IN TIME SEEN FOR CASE CONFERENCES

	Rating**							
	N*	-2	-1	0	1	2	3	Mean
High School Graduate	23		4.3 (1)	43.5 (10)	43.5 (10)	8.7 (2)		1
Social Service Graduate	16	6.2 (1)		25.0 (4)	50.0 (8)	18.8 (3)		1
Undergraduate	242	.4 (1)	3.7 (9)	36.0 (87)	39.3 (95)	14.9 (36)	5.8 (14)	1
B.S.W.	15			53.3 (8)	40.0 (6)		6.7 (1)	0
M.S.W.	26		11.5 (3)	42.3 (11)	46.2 (12)			0
Administrators	22		4.5 (1)	45.5 (10)	40.9 (9)	9.1 (2)		1

\* Number of people shown in brackets ( ).  
Number above brackets is the % of people, totalling 100% horizontally (row).

\*\* 0 - No change                      1 - 50% more  
-1 - 50% less                      2 - Twice as many  
-2 - No time spent                3 - More than twice as much





TABLE 55

## CHANGE IN TIME SEEN IN GENERAL COMMITTEE WORK

	Rating**							
	N*	-2	-1	0	1	2	3	Mean
High School Graduate	21	4.8 (1)	9.5 (2)	52.4 (11)	33.3 (7)			0
Social Service Graduate	15	6.7 (1)	6.7 (1)	66.7 (10)	13.3 (2)	6.7 (1)		0
Undergraduate	232	4.3 (10)	6.9 (16)	59.1 (137)	22.4 (52)	6.0 (14)	1.3 (3)	0
B.S.W.	14	7.1 (1)		71.4 (10)	7.1 (1)	14.3 (2)		0
M.S.W.	25		4.0 (1)	72.0 (18)	20.0 (5)	4.0 (1)		0
Administrators	22	4.5 (1)		59.1 (13)	31.8 (7)	4.5 (1)		0

\* Number of people shown in brackets ( ).  
 Number above brackets is the % of people, totalling 100% horizontally (row).

\*\* 0 - No change                      1 - 50% more  
 -1 - 50% less                      2 - Twice as many  
 -2 - No time spent                3 - More than twice as much



TABLE 56  
CHANGE IN TIME SEEN IN CONSULTATIONS

	Rating**							Mean
	N*	-2	-1	0	1	2	3	
High School Graduate	22		4.5 (1)	40.9 (9)	31.8 (7)	22.7 (5)		0
Social Service Graduate	16			37.5 (6)	50.0 (8)	12.5 (2)		1
Undergraduate	242	.8 (2)	1.7 (4)	30.6 (74)	46.3 (112)	16.5 (40)	4.1 (10)	1
B.S.W.	14			35.7 (5)	42.9 (6)	21.4 (3)		1
M.S.W.	26			46.2 (12)	50.0 (13)	3.8 (1)		1
Administrators	24			33.3 (8)	50.0 (12)	16.7 (4)		1

\* Number of people shown in brackets ( ).  
Number above brackets is the % of people, totalling 100% horizontally (row).

** 0 - No change	1 - 50% more
-1 - 50% less	2 - Twice as many
-2 - No time spent	3 - More than twice as much



TABLE 57

## CHANGE IN TIME SEEN FOR WRITING REPORTS

	Rating**							
	N*	-2	-1	0	1	2	3	Mean
High School Graduate	23		21.7 (5)	39.1 (9)	21.7 (5)	8.7 (2)	8.7 (2)	0
Social Service Graduate	16		18.8 (3)	43.8 (7)	31.3 (5)	6.2 (1)		0
Undergraduate	242	1.2 (3)	44.6 (108)	38.0 (92)	12.8 (31)	3.3 (8)		0
B.S.W.	14		7.1 (1)	78.6 (11)	7.1 (1)	7.1 (1)		0
M.S.W.	26		19.2 (5)	53.8 (14)	23.1 (6)	3.8 (1)		0
Administrators	24	4.2 (1)	8.3 (2)	50.0 (12)	33.3 (8)	4.2 (1)		0

\* Number of people shown in brackets ( ).  
 Number above brackets is the % of people, totalling 100% horizontally (row).

\*\* 0 - No change                      1 - 50% more  
 -1 - 50% less                      2 - Twice as many  
 -2 - No time spent                3 - More than twice as much





TABLE 58  
CHANGE IN TIME SEEN FOR WRITING RUNNING RECORDS

	Rating**							
	N*	-2	-1	0	1	2	3	Mean
High School Graduate	23		17.4 (4)	39.1 (9)	26.1 (6)	13.0 (3)	4.3 (1)	0
Social Service Graduate	16		31.3 (5)	31.3 (5)	31.3 (5)		6.2 (1)	0
Undergraduate	242	2.5 (6)	38.4 (93)	40.5 (98)	14.0 (34)	4.5 (11)		0
B.S.W.	14		14.3 (2)	71.4 (10)		14.3 (2)		0
M.S.W.	26		30.8 (8)	46.2 (12)	23.1 (6)			0
Administrators	24	4.2 (1)	8.3 (2)	58.3 (14)	29.2 (7)			0

\* Number of people shown in brackets ( ).  
Number above brackets is the % of people, totalling 100% horizontally (row).

\*\* 0 - No change                      1 - 50% more  
-1 - 50% less                        2 - Twice as many  
-2 - No time spent                  3 - More than twice as much



TABLE 59

## CHANGE IN TIME SEEN FOR STAFF MANAGEMENT

	Rating**							
	N*	-2	-1	0	1	2	3	Mean
High School Graduate	23		8.7 (2)	47.8 (11)	26.1 (6)	13.0 (3)	4.3 (1)	0
Social Service Graduate	15	6.7 (1)		60.0 (9)	33.3 (5)			0
Undergraduate	235	1.7 (4)	5.1 (12)	48.5 (114)	30.2 (71)	7.7 (18)	6.8 (16)	0
B.S.W.	14			28.6 (4)	50.0 (7)	14.3 (2)	7.1 (1)	1
M.S.W.	26		7.7 (2)	30.8 (8)	46.2 (12)	11.5 (3)	3.8 (1)	1
Administrators	24	4.2 (1)	8.3 (2)	58.3 (14)	29.2 (7)			0

\* Number of people shown in brackets ( ).  
 Number above brackets is the % of people, totalling 100% horizontally (row).

\*\* 0 - No change                      1 - 50% more  
 -1 - 50% less                      2 - Twice as many  
 -2 - No time spent                3 - More than twice as much



### Discussion of Tables 60 - 64

In Section F of the worker's questionnaire and Section C of the administrator's questionnaire, the respondents were asked to say how they felt the numbers of different types of workers should change in the future. They were also asked to suggest other types of personnel who would be of benefit to the client in their agencies.

As shown in Table 60, the first type of worker considered was the volunteer, and respondents of all categories felt that at least 50% more volunteers could be utilized and many felt that two times as many could be made use of.

In Table 61, it can be seen how social work aides or social service graduates are thought to be needed. Personnel at all levels of education and the administrators felt, on the average, that their numbers could be increased 50% to provide better service. B.S.W.'s and 50% of undergraduates saw an increase of two times to be reasonable.

The third type of worker considered was the social case worker, or the person with no specific social work education but maintains a caseload. The results are shown in Table 62, the individual levels, in this case differed somewhat. Those with high school education, an M.S.W. or a B.S.W. saw a 50% increase in this type of person. Undergraduates and social service graduates saw an increase of two times as necessary. Administrators did not agree about any particular change.

The final suggested type personnel that the respondents were





asked to rate were the professionally trained social worker, see results in Table 63. All levels of education and the administrators felt that at least 50% more of these people should be employed. Undergraduates, B.S.W.'s M.S.W.'s and administrators indicated that at least twice as many would be reasonable, with many even indicating more than twice as many.

Besides the set categories that could be rated for change, the respondents were given a chance to write in one or two selections of the types of personnel they saw as being needed. The results are shown in Table 64. One hundred and ninety-six responses were recorded. The "other" category is the largest, this category is made up of responses that were only suggested by one or two people while the categories named in Table 64, were responded to by the numbers indicated. Clerks would appear to be the most desired.





TABLE 60

## INCREASE OR DECREASE IN THE NUMBERS OF VOLUNTEER WORKERS

	Rating**							
	N*	-2	-1	0	1	2	3	Mean
High School Graduate	21	4.8 (1)		14.3 (3)	33.3 (7)	23.8 (5)	23.8 (5)	1
Social Service Graduate	16	6.2 (1)		12.5 (2)	56.3 (9)	18.8 (3)	6.2 (1)	1
Undergraduate	237	3.4 (8)	.8 (2)	21.5 (51)	30.8 (73)	18.1 (43)	25.3 (60)	1
B.S.W.	12			8.3 (1)	41.7 (5)	25.0 (3)	25.0 (3)	1
M.S.W.	28			14.3 (4)	32.1 (9)	14.3 (4)	39.3 (11)	1
Administrators	22	4.5 (1)	4.5 (1)	13.6 (3)	18.2 (4)	31.8 (7)	27.3 (6)	1

\* Number of people shown in brackets ( ).

Number above brackets is the % of people, totalling 100% horizontally (row).

\*\* 0 - No change  
 -1 - 50% less  
 -2 - None

1 - 50% more  
 2 - Twice as many  
 3 - More than twice as many



TABLE 61  
INCREASE OR DECREASE IN NUMBERS OF SOCIAL WORK AIDES

	Rating**							
	N*	-2	-1	0	1	2	3	Mean
High School Graduate	20	20 (4)		10 (2)	40 (8)	20 (4)	10 (2)	1
Social Service Graduate	14			21.4 (3)	50.0 (7)	21.4 (3)	7.1 (1)	1
Undergraduate	237	3.8 (9)		13.9 (33)	31.6 (75)	28.7 (68)	21.9 (52)	1
B.S.W.	12			25.0 (3)	25.0 (3)	41.7 (5)	8.3 (1)	2
M.S.W.	28			25.0 (7)	42.9 (12)	14.3 (4)	17.9 (5)	1
Administrators	22	4.5 (1)	4.5 (1)	27.3 (6)	22.7 (5)	22.7 (5)	18.2 (4)	1

\* Number of people shown in brackets ( ).

Number above brackets is the % of people, totalling 100% horizontally (row).

\*\* 0 - No change  
-1 - 50% less  
-2 - None

1 - 50% more  
2 - Twice as many  
3 - More than twice as many



TABLE 62

## INCREASE OR DECREASE IN NUMBERS OF SOCIAL CASE WORKERS

	Rating**							
	N*	-2	-1	0	1	2	3	Mean
High School Graduate	21			14.3 (3)	42.9 (9)	19.0 (4)	23.8 (5)	1
Social Service Graduate	16				56.3 (9)	31.3 (5)	12.5 (2)	2
Undergraduate	234	.9 (2)	1.3 (3)	10.7 (25)	31.6 (74)	36.8 (86)	18.8 (44)	2
B.S.W.	12			16.7 (2)	33.3 (4)	41.7 (5)	8.3 (1)	1
M.S.W.	26		3.8 (1)	19.2 (5)	42.3 (11)	26.9 (7)	7.7 (2)	1
Administrators	21	14.3 (3)	14.3 (3)	28.6 (6)	19.0 (4)	14.3 (3)	9.5 (2)	0

\* Number of people shown in brackets ( ).

Number above brackets is the % of people, totalling 100% horizontally (row).

\*\* 0 - No change  
 -1 - 50% less  
 -2 - None

1 - 50% more  
 2 - Twice as many  
 3 - More than twice as many





TABLE 63

## INCREASE OR DECREASE IN PROFESSIONAL SOCIAL WORKERS

	Rating**							Mean
	N*	-2	-1	0	1	2	3	
High School Graduate	22		4.5 (1)	27.3 (6)	27.3 (6)	22.7 (5)	18.2 (4)	1
Social Service Graduate	16			25.0 (4)	37.5 (6)	18.8 (3)	18.8 (3)	1
Undergraduate	239	.4 (1)	.4 (1)	12.6 (30)	28.0 (67)	33.1 (79)	25.5 (61)	2
B.S.W.	14			7.1 (1)	28.6 (4)	35.7 (5)	28.6 (4)	2
M.S.W.	28			3.6 (1)	28.6 (8)	42.9 (12)	25.0 (7)	2
Administrators	21			9.5 (2)	19.0 (4)	38.1 (8)	33.3 (7)	2

\* Number of people shown in brackets ( ).

Number above brackets is the % of people, totalling 100% horizontally (row).

\*\* 0 - No change

-1 - 50% less

-2 - None

1 - 50% more

2 - Twice as many

3 - More than twice as many



TABLE 64  
OTHER TYPES OF PERSONNEL DESIRED

	Psycho- logist	Psychia- trist	Prof. Admin.	Planners	Clerks	Other	Total Respon- dents
High School Graduate	0	0	37.5% 3	0	12.5% 1	50% 4	8
Social Service Graduate	50% 1	0	0	0	0	50% 1	2
Undergraduate	10% 14	11% 15	7.2% 10	3.6% 5	14.4% 20	53.8% 75	139
B.S.W.	0	0	10% 1	10% 1	10% 1	70% 7	10
M.S.W.	17% 5	10% 3	8% 2	17% 5	8% 2	40% 12	29
Administrators	12.7% 2	0	0	19% 3	6.3% 1	62% 10	16
Column Percen- tages: Total Respon- dents in col.:	10% 22	8% 18	7.5% 16	6.5% 14	12% 25	56% 109	196



Some parts of Section G on the worker's questionnaire were equivalent to Section D on the administrator's questionnaire. Sections G(1) and D(1) correspond and the results are shown in Table 65. The majority of the education levels and administrators chose the therapeutic orientation, although more than 20% of both M.S.W.'s and Administrators suggested that a combination of both therapeutic and administrative orientation could be considered.

If the two choices presented to the administrators were not sufficient they were asked to elaborate on the way they felt the direction the profession of social work would be moving. The following is a sampling of the comments given:

"Due to the cost of bringing highly specialized people to the small community, I feel that at this time we must use the referral system . . ."

"Perhaps social workers (if they come out from behind desks, forms, reports, assessments, etc.) can help families deal with stress and to overcome feelings of alienation and inadequacy."

"In general terms people are reluctant to leave their home community, therefore the delivery system should bring the service to them."

"Both areas equally there will be an increased emphasis in."

"The social worker's view is the only one that embraces all services."



TABLE 65

OPINIONS ON THERAPEUTIC OR ADMINISTRATIVE  
ORIENTATION FOR FUTURE DELIVERY OF SERVICES

	N*	Administrative	Therapeutic	Both
High School Graduate	22	40.9 (9)	59.1 (13)	
Social Service Graduate	16	12.5 (2)	87.5 (14)	
Undergraduate	245	26.1 (64)	68.2 (167)	5.7 (14)
B.S.W.	15	20.0 (3)	73.3 (11)	6.7 (1)
M.S.W.	30	16.7 (5)	60.0 (18)	23.3 (7)
Administrators	24	20.8 (5)	58.3 (14)	20.8 (5)

\* Number of people shown in brackets ( ).  
Number above brackets is the % of people, totalling 100% horizontally (row).





"Many routine activities now loosely called 'social work' should be done by senior clerks and technicians."

"I would recommend that social workers become more involved in the actual helping relationship and leave the handing out of assistance etc. to case aids. We would require more B.S.W. or M.S.W. workers if such a recommendation was implemented."

"The social worker must become skilled in developing relationships quickly for short term intervention."

"It is not an either/or proposition. Social work as a profession will need to move in a variety of directions in the next ten years."

"I am not prepared to check either one of these. It seems to me that we have too many people diagnosing and too few people treating now . . ."

"I would like to see a 3rd year (1 year past an M.S.W.) which offers specialist training in administration."

"We still need desperately the expertise and abilities of the social workers at the therapeutic level."

"Fewer M.S.W.'s -- more 2 year social welfare workers and undergraduate B.S.W.'s with emphasis on continuing training on the job under the supervisor of M.S.W.'s."

"Social workers should become social engineers. Instead of counselling they should engineer systems where clients can improve by adjusting to the system."

Sections G(2) of the worker's questionnaire and Section D(2) of the administrator's questionnaire, posed the same questions and the results are shown in Table 66. When asked whether the specialist



TABLE 66

FUTURE DIRECTION ON THE SPECIALIST GENERALIST ISSUE  
AS INDICATED BY DIFFERENT LEVELS OF  
EDUCATION AND ADMINISTRATORS

	N*	Specialist	Generalist	Both
High School Graduate	23	30.4 (7)	69.6 (16)	
Social Service Graduate	16	62.5 (10)	37.5 (6)	
Undergraduate	245	53.9 (132)	42.4 (104)	3.7 (9)
B.S.W.	15	80.0 (12)	20.0 (3)	
M.S.W.	29	37.9 (11)	48.3 (14)	13.8 (4)
Administrators	22	22.7 (5)	50.0 (11)	27.3 (6)

\* Number of people shown in brackets ( ).

Number above brackets is the % of people, totalling 100% horizontally (row).



or generalist orientation would be predominant in the future a consensus was not reached. The majority of the High school graduates, M.S.W.'s and Administrators favoured the generalist orientation. The other levels favoured the specialist orientation, and some Administrators and M.S.W.'s suggested that a combination of orientations is a possibility.

The administrators were also given the opportunity to expand on Section D(2). The following are samples of the responses:

"Training in management is a necessity as a preparation for administration."

"Social workers should be the specialists in knowing the effect environment has on clients and be able to either restructure environment or engineer a separate one for the client to regain his or her functioning."

"Education must become much broader in scope to meet the needs of our clientele."

"What I really see happening is a realignment of the role of the trained worker(s)."

"The social workers job is to support, encourage, make use of other services to the client."

"Counselling and rehabilitative work are certainly S.W. functions, but the use of accredited counselling agencies will of course continue."

The worker's and administrator's questionnaires were not the same from this point on. The results of the worker's questionnaire will be presented first, followed by the results from the remaining sections of the administrator's questionnaire.

In Section G(3) the respondents were asked to choose between four choices, shown in Table 67.





TABLE 67

VIEWS TOWARDS CLIENT PARTICIPATION  
IN DECISIONS CONCERNING THEM

	Rating					
	N*	Not at all	Some	Views Heard	Involved	Mean
High School Graduate	22		22.7 (5)	59.1 (13)	18.2 (4)	2
Social Service Graduate	15		86.7 (13)	16.7 (2)		1
Undergraduate	244		14.8 (36)	54.9 (137)	30.3 (73)	2
B.S.W.	15			60.0 (9)	40.0 (6)	2
M.S.W.	29		3.4 (1)	34.5 (10)	62.1 (18)	3

\* Number of people shown in brackets ( ).

Number above brackets is the % of people, totalling 100% horizontally (row).



Workers at most educational levels felt that client's views and feelings should be heard before decisions were made. Social service graduates felt that some consideration be afforded clients while M.S.W.'s felt clients should be involved in all decisions.

Section F of the worker's questionnaire was a free response item on any topic that might be related to the study. The results are shown in Table 68. High school graduates were most concerned with having smaller caseloads. Social service graduates split their major concerns into three areas: smaller caseloads, having more flexible programs in their agencies and providing more work in the area of prevention and rehabilitation. Undergraduates were mostly concerned with having smaller caseloads and having less administration (paper work) and more counselling. The main concern of the B.S.W.'s was more facility for prevention and rehabilitation while for M.S.W.'s having more professional staff was seen as their greatest need. The responses in the "other" category were only used by one or two people and so were not added to the table.

Administrators were asked to what degree organized groups of clients can be formally involved in decisions in social work policy. The summary of the responses are shown in Table 69. The majority felt that limited voting rights would be the degree that should be strived for. It is interesting to note that nearly 30% felt that decisions without consultation would be best. In this section was provided an opportunity to expand on the response and following is a sample of the comments:



TABLE 68  
DISTRIBUTION OF FREE RESPONSES

	Responses**									
	N*	1	2	3	4	5	6	7	8	9
High School Graduate	24	4.2 (1)	20.8 (5)		4.2 (1)	12.5 (3)	8.3 (2)	4.2 (1)	4.2 (1)	41.6 (10)
Social Service Graduate	16	6.2 (1)	12.5 (2)		12.5 (2)	6.2 (1)	6.2 (1)		12.5 (2)	43.9 (7)
Undergraduate	265	7.9 (21)	12.1 (32)	4.3 (13)	1.9 (5)	1.9 (5)	12.1 (32)	8.3 (22)	11.0 (29)	3.1 (8)
B.S.W.	14			7.1 (1)				7.1 (1)	28.5 (4)	57.3 (8)
M.S.W.	26	3.8 (1)				3.8 (1)		27.2 (7)	3.8 (1)	61.4 (16)

\* Number of people shown in brackets ( ).  
Number above brackets is the % of people, totalling 100% horizontally (row).

- \*\* 1 - Better In-Service Training  
2 - Smaller Caseloads  
3 - Easier Entrance to Social Work Educ. For Experienced Workers  
4 - More Flexibility in Agency Programs  
5 - More Emphasis on Field Work in Education  
6 - Too Much Administration (Paperwork)  
7 - More Professional Staff  
8 - More Prevention and Rehabilitation  
9 - Other





TABLE 69

SUMMARY OF RESPONSES TO THE QUESTION OF DEGREE  
ORGANIZED GROUPS OF CLIENTS SHOULD BE  
FORMALLY INVOLVED IN DECISIONS  
ABOUT SOCIAL WORK POLICY

	Decisions Without Consultant	Allowing Reps.	Allowing Ltd. Voting	Parity	N
Administrators	29.2 (7)*	12.5 (3)	41.6 (10)	16.7 (4)	24

\* Number of people shown in brackets ( ).  
Number above brackets is the % of people, totalling 100%  
horizontally (row).





"It would appear whoever has hold of the purse strings calls the shots."

This was the response of a person who picked the response of giving parity in all decisions.

"This will generate responsibility--those who are affected by policy decisions will be able to understand them, since they created them."

"Client groups should be organized separately from service personnel and should express their needs publicly to educate the community they live in."

"I prefer to move more towards the town meeting atmosphere, i.e. greater total community involvement."

"Clients should be more directly involved in planning services--and in offering services."

"Since boards of private agencies should be representatives of the community at large then clients have a right to representation."

Administrators were also asked whether to educate for the same skills but increase the complexity of the skill for different levels or whether to educate for different skills at different levels or both. The results showed a 50, 40, 10 split respectively. The comments following this forced choice are represented by the following statements:

"I see in the future B.S.W.'s as practitioners . . . the M.S.W. is involved in policy making and administration."

"Most social agencies could divide caseloads so that responsibility could be handled by a variety of case workers with a varying range of training and experience."

"There should be good general practitioners . . . the fully qualified general practitioners would be the 4 yr. student (B.S.W.)."



"No one has the corner on the ability to work effectively with people . . . ."

"I think that we must educate for total concept but with emphasis on particular skills."

"Perhaps a combination is feasible, . . . ."

"Too often social workers are more interested in being up with the Doctor and Lawyer--rather than beside the client."

"A truly professional social worker must have the same skills as his colleagues . . . ."

"I do not see the technical courses as suitable training for young persons who are interested in a social work career. Graduates from these courses have been disappointing (sees courses) . . . as being very valuable for mature - older students . . . ."

Section D(5) of the administrator's questionnaire asked respondents to say to what extent people of different levels of education should participate in direct and indirect task areas. The results are shown in Table 70.

The final section of the administrator's questionnaire was a free response section. Here are some quotations which are relevant to this study:

"I am most unimpressed by technical school graduates--and feel too often there has been insufficient screening for persons admitted to these courses."

"In regional offices work is too diversified, too many programs to be implemented by one worker."

"Public education, advertising - entertainment - unjust economics etc. cause casualties--training social workers will not alter this."

"Candidates for Social Services Technicians' training are inadequately screened. Training in these programs is not sufficiently tied in to the anticipated needs of the agencies. Consideration should be given to an integrated E.S.W. undergraduate program."



TABLE 70

## IMPLEMENTATION OF CONCRETE SOCIAL SERVICE PROVISIONS

		No Participation	Some Partici- pation	Primary Partici- pation	N
Social Service Graduate	(a)*		21.1 (4)	78.9 (15)	19
	(b)	10.5 (2)	47.4 (9)	42.1 (8)	19
	(c)	36.8 (7)	57.9 (11)	5.3 (1)	19
	(d)	16.7 (3)	77.8 (14)	5.6 (1)	18
	(e)	22.2 (4)	77.8 (14)		18
E.S.W.	(a)	5.3 (1)	63.2 (12)	31.6 (6)	19
	(b)		47.4 (9)	52.6 (10)	19
	(c)		57.9 (11)	42.1 (8)	19
	(d)		83.3 (15)	16.7 (3)	18
	(e)		88.9 (16)	11.1 (2)	18
M.S.W.	(a)	36.8 (7)	42.1 (8)	21.1 (4)	19
	(b)	21.1 (4)	63.2 (12)	15.8 (3)	19
	(c)		26.3 (5)	73.7 (14)	19
	(d)	5.6 (1)	33.3 (6)	61.1 (11)	18
	(e)		11.1 (2)	88.9 (16)	18

\*(a), (b), (c), (d), (e) - see p. 128.







TABLE 70 (CONTINUED)

- 
- \* (a) Implementation of concrete social service provisions
  - (b) Counselling or advising clients in respect to material services or concrete tangible issues in personal and social functioning of individuals or families.
  - (c) Therapeutic work with individuals and families with respect to states of being, feelings, etc.
  - (d) Administration
  - (e) Policy revision that could result in societal change.



"Master's level personnel should be highly skilled skilled generally with specialized training in 1st - administration and research; 2nd - teaching and supervision and thirdly specialized in one or more areas of practice."

"Training alone does not make the social worker, qualities must come from personality and character."

"A political and bureaucratic committment to training is most important and needed currently."

"My main concern is the jumble of therapeutic persons being turned out by a large variety of courses with so little understanding of each other's role or expertise . . ."



## CHAPTER V

### SUMMARY, DISCUSSION AND IMPLICATIONS

The results of the data will be focused on in this chapter. Answers to the research questions will be presented and discussed. The chapter will conclude with a discussion on the implications to which the study has given rise and personal recommendations of the writer.

#### Summary and Discussion

##### First Research Question

1. What is the current distribution of personnel and which agencies employ them in the social services in Alberta? This refers to those personnel that are employed with the job title "social worker", or supervise "social workers" in agencies that employ "social workers".

Undergraduates with non-social work degrees. The majority of the social work personnel in the Province of Alberta practice in cities, are under the age of 30 and work for the Department of Health and Social Development. The majority of these people have an undergraduate B.A. degree which could have been obtained in Alberta or equally possible, outside of Alberta. The majority of these people also have less than five years experience. These undergraduates, it is suggested by the study, are the educational group that feel the least prepared to handle the tasks they perform. On the other hand they still feel that the delivery of service to the clients is adequate and suggest only small increases in interviewing, individual



counselling, case conferences and consultations. The greatest need they see is more group counselling which is a feeling they share with all the other education levels and the administrators. These people spend most of their time interviewing or counselling individuals and writing reports, the first two of which they feel inadequately prepared for.

M.S.W. graduates. They were the second largest group responding, and they for the most part felt at least adequately prepared for most of the functions. The function in which they did feel weak was court appearances but in fact they spend very little time at this activity. For the most part they felt the delivery of service was adequate and only more counselling, both with individuals and groups, and staff management are in need of increase. M.S.W.'s spent a considerable amount of time in staff management but also spent a lot of time interviewing, counselling and in consultations. The M.S.W.'s are employed mostly by the cities of Calgary and Edmonton and the Health section of the Department of Health and Social Development in hospitals and guidance clinics. This excludes those M.S.W.'s in administrative positions.

High school graduates. The third largest responding group, or 1/15 of the total number of respondents, were the people with only high school education. High School graduates are more inclined to view their education as adequate for the functions they are performing





than are persons with a B.S.W. Two reasons can be suggested for this, either they are trying to justify their positions or they have less of a basis from which to judge. To elaborate on this last point, the B.S.W. has probably a better idea of what kind of service is possible with good training and so judges himself against a higher standard than those persons with high school only. The high school level people spend most of their time interviewing but spend considerable time counselling individuals, writing reports and managing staff, all of which they feel adequately prepared for.

Social service graduates. The fourth largest group responding were the social service graduates. These workers, in this study, were employed with the Department of Social Development and felt themselves adequately prepared for most functions. They spent the largest percentage of their time counselling individuals and felt prepared for this task. A function at which they also spent a large percentage of time was interviewing and in this case more than 62% felt inadequately prepared for this task. Although they indicated they were inadequately prepared for planning interviews, court work, group counselling and staff management they in fact spend very little or no time at these tasks. Social service graduates felt the service was poor in the area of group counselling and saw an increase of 50% the amount as needed for the future. They also saw an increase in individual counselling of two times the current amount.



B.S.W. graduates. The smallest group represented was the B.S.W.'s. They felt inadequately prepared in four areas; group counselling, general committee work, court appearances and staff management. Only in the latter case do they spend more than a small amount of time at the function, in staff management they spend the largest percentage of their time. B.S.W.'s felt as the other levels that group counselling could stand improvement, along with individual counselling, consultations and staff management. Most of the B.S.W.'s responding work for the Alberta Department of Health or City Social Services.

Administrators. Of the administrators responding sixteen were with the Department of Health and Social Development, while six were employed by private agencies and two with the city social services. Most administrators are male and have more than 10 years experience, and are over the age of 30. Of the respondents, 70% had graduate education, nine of these had two years of graduate work but did not have a master's degree, eight had an M.S.W. degree. These administrators felt that in all but two functions their agencies were adequately meeting the needs of their clients. The two in which they felt inadequate service was being rendered were group counselling and community organization. They saw a 50% increase in: interview planning, interviewing, individual counselling, case conferences and consultation. In group counselling they saw an increase of two times and in the remainder saw no change as being necessary. The preceding paragraphs in this chapter have summarized the data that in part





answers the first research question, as well as leading into the answer to the second question.

### Second Research Question

2. Are the present educating and training programs meeting the needs of the "social workers", and how might these be improved? This will be based on the personnel's view of their present functions and on what they feel might be their ideal function. Of particular interest to this study is the views on and by "social service" graduates.

From the data presented in Table 71 and the summary of that information in the previous paragraphs an answer will be attempted for this question, categorized according to the educational levels.

Undergraduates with non-social work degrees. Undergraduates it has been suggested feel least adequately prepared for the tasks they are performing. Since these people are used mostly in the functions of interviewing and counselling individuals, and they feel inadequately prepared for these, a gap is suggested in this aspect of their education. Even though they have not had specific training in social work skills they are familiar enough with the needs in their agencies to perceive where they are deficient.

M.S.W. graduates. The preparation of M.S.W.'s is suggested by the data to be adequate for the positions they are holding, except some administrators participating in this study made unsolicited comments in which they suggested that more emphasis be given to training M.S.W.'s for administration if these were the types of positions they were going to hold.





TABLE 71

COMPILED DATA ON: TIME SPENT IN, PREPARATION FOR, ADEQUACY OF THE AGENCY IN, AND CHANGE  
SEEN FOR SOCIAL WORK FUNCTIONS; AS SEEN BY THE FIVE EDUCATIONAL LEVELS AND ADMINISTRATORS

	High School				Social Service Graduates				Undergraduates				Bachelor of Social Work				Master of Social Work				Adminis- trators	
	T	P	A	C	T	P	A	C	T	P	A	C	T	P	A	C	T	P	A	C	A	C
Planning Interviews	1-5	+	+	0	1-5	-	+	-1	1-5	-	+	0	1-5	+	+	0	1-5	+	+	0	+	+1
Interviewing	16-20	+	+	1	16-20	-	+	1	16-20	-	+	1	16-20	+	+	0	11-15	++	+	0	+	+1
Counselling Individuals	11-15	+	+	1	21-25	+	+	2	16-20	-	+	1	16-20	+	+	1	11-15	++	+	1	+	+1
Counselling Groups	1-5	-	+	1	1-5	-	--	1	1-5	-	-	2	1-5	-	-	2	1-5	+	-	1	-	2
Court Appearances	1-5	+	+	0	1-5	-	+	0	1-5	--	+	0	1-5	--	-	0	1-5	-	-	0	+	0
Case Conferences	1-5	+	+	1	1-5	+	+	1	1-5	-	+	1	1-5	+	+	0	1-5	+	+	0	+	1
General Committee Work	1-5	-	-	0	1-5	+	-	0	1-5	+	+	0	1-5	-	+	0	6-10	+	+	0	+	0
Consultations	6-10	+	+	0	6-10	+	+	1	6-10	+	+	1	6-10	+	+	1	11-15	++	+	0	+	1
Writing Reports	11-15	+	+	0	11-15	+	+	0	11-15	+	+	0	6-10	+	+	0	6-10	+	+	0	+	0
Writing Running Records	6-10	+	+	0	6-10	+	+	0	6-10	+	+	0	1-5	+	+	0	1-5	+	+	0	+	0
Staff Management	11-15	+	+	0	0	-	+	0	1-5	-	+	0	21-25	-	+	1	21-25	+	+	1	+	0

T = % time spent per week  
P = degree of preparedness  
A = adequateness of agency  
C = change seen necessary

+ = adequate  
++ = very adequate  
- = inadequate  
-- = very inadequate

2 = increase 100%  
1 = increase 50%  
0 = no change  
-1 = decrease 50%



High school graduates. Although those people with high school education only suggest, in the present study, that they are relatively well equipped for their positions, one would have to view this with caution. As has been pointed out, undergraduates, M.S.W.'s, etc. also have a high school background.

B.S.W. graduates. The B.S.W.'s referred to in Table 72 are the people with one year of graduate education, under the old terminology. In Canada, this terminology has changed and the B.S.W. will now be an undergraduate degree. Since the study is more future oriented an evaluation of the old program will not be attempted.

Social service graduates. This group and their programs are the first concern of this study. They felt themselves adequately prepared for most functions except: planning interviews, interviewing, group counselling, court appearances and staff management. Little time is spent in these functions except interviewing, so that would not necessarily indicate a program change in these areas. In regard to interviewing the program would appear to be inadequate. This area involves 16-20 percent of the social service graduates' time, according to the present study, and they feel themselves inadequately prepared for this function. It might be noted, at this point, that these people are recent graduates and are probably more aware of how their formal education affects their performances than those people who have completed their education years ago and may be confused as to whether education or experience is operating as they attempted to answer the questionnaire.





As summarized in Table 72, undergraduates again felt least prepared, but M.S.W.'s and Social Service graduates felt most prepared for questions relating to social problems. Undergraduates felt weak in problems relating to the aged, drugs, alcohol and family life. Social service graduates and M.S.W.'s were weak in problems related to drugs. The indication here could be that problems related to drugs are in the fore front at this time and the weakness may be more easily realized.

In summary, the undergraduate degree in non social work fields is suggested, by this study, to be least applicable to educating social workers for agencies in this Province, particularly in skills such as interviewing and individual counselling. In general education, undergraduates again feel themselves to be least prepared. The only suggested weakness in the M.S.W. program is in the area of training for administration and preparation for drug problems. The social service program appears weakest in the area of training for interviewing.

### Third Research Question

3. How do the employed personnel see the future in regards to: manpower and current issues. Again the emphasis will be on the question of the "social service" graduate.

In consideration of personnel use, an increase in professional social workers of 50% to 100% was seen as being necessary while a 50% increase in volunteer workers, social case workers and social service workers was seen. In response to a question regarding



TABLE 72  
PREPARATION IN GENERAL

Problems	High School	Soc. Serv. Undergr.	Under-graduate	B.S.W.	M.S.W.
Childhood	* 1	2	1	1	2
Adolescent	1	2	1	1	2
Education	1	1	1	-1	1
Crime & delinquency	1	1	1	1	1
Marital	1	1	-1	1	2
Health	1	2	-1	1	1
Emotional	-1	1	1	1	2
Problems of Aged	-1	1	-1	-1	1
Drugs	-1	-1	-1	-1	-1
Alcohol	1	2	-1	-1	1
Family Life	-1	1	-1	-1	1

\* -1 - inadequate                      1 - adequate  
 -2 - very inadequate                2 - very adequate  
 -3 - completely inadequate        3 - superior





other types of personnel, the indication was that clerks were in the highest demand, followed by psychologists, psychiatrists, professional administrators and planners. The administrators were asked to express an opinion on what type of task areas social service graduates, B.S.W. graduates and M.S.W. graduates should participate in the delivery of services. Social service people were seen as primarily involved with routine tasks, (implementation of concrete social services) while M.S.W.'s were seen as prime workers in tasks that require more personal decisions, (counselling, administration, policy revision) with B.S.W.'s involved somewhere in between. It is suggested by the data that the therapeutic model (refer to Appendix A for explanation) will exist over the administrative model but whether the workers will be generalists or specialists is not clearly defined, with opposing opinions being presented. The administrators lean towards the generalist side but suggest also that both kinds of personnel are necessary. It is indicated by the results that this issue cannot be divided into two classifications and that maybe a combination is more realistic. Considering the preceding statement it is understandable that no clearcut decision was made in regard to whether the same skills should be taught with differentiation of complexity for different educational levels or whether differentiation of skills for different levels was the route that should be pursued.

On the whole it was felt by the workers and administrators that clients' views should be heard and that they should have representation and voting rights on committees making policy



regarding clients.

What does all this mean for future social services and education for the social services in the Province of Alberta?

### Discussion and Implications

If the trends suggested by the data of this study are accurate indications of the future then some conclusions can be suggested.

(1) The therapeutic model is suggested indicating that future "social workers" will be involved in helping relationships and direct involvement with rehabilitation. This will require that these "social workers" be trained for this level of personal intervention. The suggestion has already been made that this is the primary task of people holding a Master of Social Work degree, but at present the people holding these degrees are mainly in administrative or supervisory positions where direct involvement with people is not common. This leaves the people who are less prepared in a position of primary participation in this task. It would appear that if M.S.W.'s are not going to be free to perform this function then further training in this area at a lower level of education is essential. Perhaps training and education in direct intervention could be viewed in terms of a continuum, that is, lower level skills (information gathering and information giving) could be the emphasis of the Social Service Courses while higher level skills (therapy, rehabilitation) could be the emphasis of the Master's program. This in turn suggests that articulation is more possible and would be desirable. The degree of complexity could be increased as the





educational level was increased. The most concrete skills and information would be dealt with at the Social Service level.

(2) The majority of the social workers presently employed in the Province of Alberta have no formal education in social work skills. This is not to say that many of these people are necessarily not competent. Many of them have through experience and in-service training acquired many of the skills which they did not obtain in their formal education. This seems to imply that if the people could be more adequately prepared formally they would be in a position to function in this adequate state sooner.

(3) There appears to be little doubt that more Master of Social Work graduates are needed. These people have more capabilities. They can be used as administrators, in which case further training in management is suggested. They can use their education in positions involved with policy making or they can be used for direct supervision of other workers, more as a resource person than a manager. They are also trained for direct client involvement, that is in the therapy aspect.

(4) The new undergraduate B.S.W. program at the University of Calgary would appear to be a source of personnel that meets some of the previously mentioned suggestions, depending on the quality of the courses. The graduates would graduate at the age the majority of the workers currently are. They should be skilled in the necessary functions with a background in social problems and a degree which, if qualified, will allow them entrance to graduate work. It would appear that currently the social services agencies prefer degree people and are able to obtain the graduates for economic and supply-demand reasons. As a result, these undergraduate B.S.W.'s would hopefully





provide a person who is better equipped than the person with the non-social work degree, to enter vacancies in the current structure.

(5) Point 4 does not, in the writer's opinion, rule out the Social Service programs. Some points to consider are these: (a) People with life experience, even though they haven't formal training, can make a contribution without necessarily attending university. (b) With the introduction of the new B.S.W. undergraduate program, continuum education would appear to be the course of action being established. As mentioned earlier, there is some indication that tasks can vary on a continuum and that social service graduates are seen on the more concrete services end of this continuum.

(6) It would appear that the agencies in the Province of Alberta, for the most part, are providing adequate service and it has been suggested that a slight increase will be necessary in most areas to render adequate service in the next ten years. The only area that service would appear lacking is in group counselling and this, it would seem, could be a result of the personnel not being adequately prepared to handle this task.

### Conclusion

The data, readings and personal contacts with people in the field have suggested certain courses of action depending on how much the current establishments are open to change. If a workable set of task differentiations could be applied, then the personnel could be distributed to positions that varied on a continuum. Assuming this was the case the social service graduate could fit into this continuum and if he wanted to progress he could be given the opportunity to



return to an educational system that was also based on a similar continuum. On the other hand, if the establishment remains as it is, the social service programs could usefully provide training in specific skills for those people with undergraduate education in non-social work areas or people could be hired after completing the undergraduate B.S.W. program. Either way it is important that the personality of the person be considered as much as his academic ability.

The most important area suggested by the study for future research is in the development of the suggested continuum, both in the educational institutions and the in-service deployment of different educational levels. In other words determining the precise tasks most suitable for the different levels of training need to be determined and relative training for these tasks needs to be established.

As indicated earlier this study is part of a larger project commissioned by the Alberta Colleges Commission. Further comments related to the issues discussed in this document will be made in studies conducted by: Miss H. Mascuich, Dr. G. Loken, Mr. M. Westwood, Mr. D. Paley and Mr. B. Johnson. A summary report of all the aforementioned studies will be compiled by Dr. F. Oliva, Dr. J. Paterson and Dr. D. Sawatzky.



## REFERENCES





## REFERENCES

- Alberta Social Work Education Research Committee, Submission in support of a graduate school of social work in Alberta, 1964.
- Aptekar, H. H. Basic values of north american social work. The Social Worker, 1967, 35 (4), 237-245.
- Association of Universities and Colleges of Canada. Papers presented at a conference on manpower needs and education in the field of social welfare, 1967.
- Beck, B. Changing demands of practice on the professional social worker. The Social Worker, 1963, 31 (2), 9-15.
- Boehm, W. W. Objectives of the social work curriculum of the future. New York: Council on Social Work Education Inc., 1959.
- Boehm, W. W. Toward new models of social work practice. Selected papers, 94th Annual Forum, National Conference on Social Welfare, 1967, 3-18.
- Canadian Association for Education in the Social Services. The first university degree in social work. Ottawa: Canadian Association for Education in the Social Services, 1971 (a).
- Canadian Association for Education In the Social Services. List of admission requirements of Canadian schools of social work for the 1971-72 year, 1971 (b).
- Canadian Association of Social Workers. Draft report on the National Committee on Education on the interest and responsibility of the professional association toward social work education and technical or vocational education in social welfare, 1965.
- Canadian Association of Social Workers. Manpower and education needs in Canada for the social services. Paper presented at the Conference on Social Services Manpower, Quebec, February, 1971.
- Canadian Community of the International Council on Social Welfare. Report presented at the 24th International Conference on Social Welfare, Ottawa, May, 1968.
- Costin, L. B. An analysis of the tasks in school social work. Social Service Review, 1969, 43 (3), 274-285.
- Denault, H. The profession of social work in the Quebec of the future. The Social Worker, 1964, 32 (1), 5-12.





Department of Health, Education and Welfare. Definition of job function and responsibility in relation to educational background. Washington, 1959.

Edmonton Welfare Council Youth Services Division. Brief presented to the Department of Education, Province of Alberta, for the establishment of a two year welfare services course, Edmonton, 1966.

Ferguson, E. Social work an introduction. (2nd ed.) New York: J. B. Lippincott Co., 1969.

Fisher, P. S. A look at social work training. Canadian Welfare, 1964, 40 (6), 270-275.

Geismar, L. L. The options of a school of social work for curriculum-building in a period of urban crisis. Social Service Review, 1969, 43 (2), 184-193.

Guilford, J. P. Psychometric methods. (2nd ed.) New York: McGraw-Hill, 1954.

Gurin, A. Current issues in community organization practice and education. Selected papers of 93rd Annual Forum, National Conference on Social Welfare, 1966.

Hendry, C. E. Canadian social work looks back. Canadian Welfare, 1969, 45 (2), 8-10.

Hill, R. D. A societal model for defining practitioner roles in social work. The Social Worker, 1969, 27-31.

Horwitz, J. J. Interprofessional teamwork. The Social Worker, 1970, 5-10.

Jolliffe, R. Manpower, social work and the use of the social service worker. Ryerson Polytechnical Institute, 1968.

Jolliffe, R. Social service manpower - manpower development goals - for what purpose and for how many? Paper presented at the Conference on Social Service Manpower, Quebec, 1971.

Kaplan, A. New perspectives on problems of service delivery. Paper presented at the second National Association of Social Workers Professional Symposium, New York, 1969.

Katz, M. The profession looks ahead at practice and manpower. The Social Worker, 1967, 35 (3), 211-217.



- Kendall, K. A. Choices to be made in social work education. Selected papers of 93rd Annual Forum National Conference on Social Welfare, 1966, 108-116.
- Konopka, G. Needed - a generic social work method. The Social Worker, 1962, 30 (2), 18-30.
- Laycock, J. E. Values and operating principles of the profession. The Social Worker, 1967, 35 (3), 152-159.
- Leigh, A. Viewpoint on Canadian social work and the changing times. The Social Worker, 1964, 32 (2), 36-40.
- McArton, D., & McArton, S. The social worker as a public servant. The Social Worker, 1967, 35 (3), 196-204.
- McCrae, H. Casework in the public welfare setting. Paper presented at the Canadian Conference on Social Work thirteenth biennial meeting, Quebec City, June, 1952.
- McGill University. Calendar. McGill: McGill University, 1971.
- McLellan, G. Education for social service in community colleges. The Social Worker, 1968, 36 (3), 191-194.
- Milestone, E. P. The institutionalization of the social worker. The Social Worker, 1965, 33 (1), 10-12.
- Mount Royal College. Calendar. Calgary: Mount Royal College, 1971.
- Northern Alberta Institute of Technology. Calendar. Edmonton: Northern Alberta Institute of Technology, 1971.
- National Association of Social Workers. Social Work Year Book. New York: National Association of Social Workers, 1960.
- Podell, L. Professional social workers in public social services. Public Welfare, 1969, 27 (2), 140-147.
- Red Deer Community College. Calendar. Red Deer: Red Deer Community College, 1971.
- Russel Sage Foundation. Social Work Year Book. New York: Russel Sage Foundation, 1929.
- Russel Sage Foundation. Social Work Year Book. New York: Russel Sage Foundation, 1933.
- Russel Sage Foundation. Social Work Year Book. New York: Russel Sage Foundation, 1937.





- Russel Sage Foundation. Social Work Year Book. New York: Russel Sage Foundation, 1949.
- Ryant, J. C. The revolutionary potential of social work. The Social Worker, 1969, 151-156.
- Seeley, J. R. Social Work: possibilities, purposes and powers. The Social Worker, 1964, 32 (4), 7-19.
- Smith, M. J. Goals in social work education. Paper presented at the twelfth biennial meeting of the Canadian Conference on Social Work, Vancouver, June, 1950.
- Stubbins, H. The profession's expectations of undergraduate education. The Social Worker, 1967, 35 (2), 64-70.
- Towle, C. Helping. Pearlman H. (Ed.) Chicago: University of Chicago Press, 1969.
- University of British Columbia. Calendar. Vancouver: University of British Columbia, 1971.
- University of Calgary. Calendar. Calgary: University of Calgary, 1971.
- University of Toronto. Calendar. Toronto: University of Toronto, 1971.
- Weed, V., & Denham, W. H. Toward more effective use of the non-professional worker. Journal of the National Association of Social Workers, 1961, 6 (4), 29-36.
- Wharf, B. The future role of the graduate social worker. Canadian Welfare, 1966, 42 (3 & 4), 132-139.
- Wright, G. R. Neighbourhood social work. The Social Worker, 1971, 39 (1), 15-20.
- Woodsworth, D. Task differentiation in social work. The Social Worker, 1968, 36 (3), 171-174.
- Woodsworth, D. An open letter to the profession. The Social Worker, 1963, 31 (4), 40-44.





## A P P E N D I X      A

Appendix A-1 -- A Copy of the Workers'  
Questionnaire and  
Accompanying Letter

Appendix A-2 -- A Copy of the Administrators'  
Questionnaire and  
Accompanying Letter

Appendix A-3 -- A Copy of the Workers'  
Follow-up Letter



University of Alberta  
Edmonton, Alberta  
May 6, 1971

150

Dear Participant,

May I elicit your co-operation in a research project in which an attempt will be made to establish some guidelines for future development in the training of social work personnel in the province. This is part of a major study commissioned by the Alberta Colleges Commission and approved by key personnel in the Department of Social Development. Your co-operation is vital to the success of the project.

I am particularly interested in this section of the study to determine the distribution of time social workers spend in their various functions. Secondly, I wish to determine the relationship between these functions and your training program. Thirdly, we would appreciate your thoughts about future needs in the social work field.

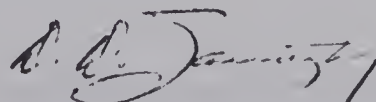
The results will be published and social work agencies will have access to these publications. A summary of the report will be sent to you if you indicate on the questionnaire that you would like one.

I am requesting that you complete the attached questionnaire at your earliest convenience and return it in the stamped, self-addressed envelope. Your name has been requested and is useful for our bookkeeping purposes although we wish to emphasize that information given by you will be kept in strict confidence. If you are strongly opposed to giving your name, feel at liberty to remain anonymous.

I would be most grateful for and am optimistic concerning your co-operation.

Thanking you for your consideration.

Yours sincerely,



D.D. Sawatzky, Ph.D.



NAME: \_\_\_\_\_

ADDRESS: \_\_\_\_\_ PHONE: \_\_\_\_\_

AGENCY: \_\_\_\_\_ JOB TITLE: \_\_\_\_\_

SOCIAL WORK

MALE or FEMALE: \_\_\_\_\_ EXPERIENCE(yrs.): \_\_\_\_\_

AGE: Under 25 \_\_\_\_\_ 26-30 \_\_\_\_\_ 31-40 \_\_\_\_\_ 41-50 \_\_\_\_\_ Over 50 \_\_\_\_\_

PREVIOUS EXPERIENCE (experience you consider relevant to  
your position): \_\_\_\_\_

\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

PART ONE: EDUCATION

Please fill in spaces provided, as necessary.

Complete sections A,B,or C depending on the highest  
level of training prior to employment.

Section A: Secondary School Route

Specify the last school and grade level or diploma  
received.

School: \_\_\_\_\_ Grade or Diploma: \_\_\_\_\_

Section B: Junior College or Technical Institute Route

Institute or College: \_\_\_\_\_

Diploma ( if any ): \_\_\_\_\_ No. of yrs. \_\_\_\_\_

Section C: University Route

Undergraduate Education

Degree(s) \_\_\_\_\_ Major(s) \_\_\_\_\_

University \_\_\_\_\_ No. yrs. in program \_\_\_\_\_





## Graduate Education

Degree(s) \_\_\_\_\_ Major(s) \_\_\_\_\_  
 University \_\_\_\_\_ No. of yrs. in program \_\_\_\_\_

Future Education

Are you planning to embark on future education or training related to your profession? Yes or No

If Yes, what institution in Alberta would meet your needs for future education? \_\_\_\_\_

PART TWO: JOB DESCRIPTION AND EVALUATION

Please answer as realistically as possible.

Section A: Indicate the percentage of your total time spent in the following functions per average work week.

% time  
per week

Function

_____	Planning interviews
_____	Interviewing (data collection)
_____	Counselling with individuals
_____	Counselling with groups
_____	Court appearances
_____	Case conferences
_____	General committee work
_____	Consultations(with supervisor and other professionals)
_____	Writing reports and completion of documents
_____	Writing running records
_____	Staff management



Section B:

153

## Definitions

- |                                      |  |
|--------------------------------------|--|
| -1 inadequate preparation            | 1 adequate preparation   |
| -2 very inadequate preparation       | 2 very adequate preparation                                      |
| -3 completely inadequate preparation | 3 superior preparation<br>(you are prepared for any contingency) |

To what degree did your formal education or training equip you to deal with each of the following social work functions?

Keeping in mind the above definitions, circle the point on the scale which would best represent your degree of preparedness.

completely  
adequate  
preparation

superior  
preparation

-3   -2   -1   1   2   3

Planning interviews

-3   -2   -1   1   2   3

Interviewing

-3   -2   -1   1   2   3

Counselling with individuals

-3   -2   -1   1   2   3

Counselling with groups

-3   -2   -1   1   2   3

Court appearances

-3   -2   -1   1   2   3

Case conferences

-3   -2   -1   1   2   3

General committee work

-3   -2   -1   1   2   3

Consultations (with supervisor and other professionals)

-3   -2   -1   1   2   3

Writing reports and completion of documents

-3   -2   -1   1   2   3

Writing running records

-3   -2   -1   1   2   3

Staff management



Section C:

Using the same procedure and definitions; to what degree do you feel your education has prepared you to understand questions related to:

completely  
adequate  
preparation

superior  
preparation

-3   -2   -1   1   2   3

Childhood problems

-3   -2   -1   1   2   3

Adolescent problems

-3   -2   -1   1   2   3

Educational and vocational  
problems

-3   -2   -1   1   2   3

Crime and delinquency

-3   -2   -1   1   2   3

Marital problems

-3   -2   -1   1   2   3

Health and disability  
problems

-3   -2   -1   1   2   3

Emotional disturbance  
and mental illness

-3   -2   -1   1   2   3

Problems of the aged

-3   -2   -1   1   2   3

Drugs

-3   -2   -1   1   2   3

Alcoholism

-3   -2   -1   1   2   3

Family life education







The preceding sections have dealt with your own education and position. In section D consider the agency rather than yourself.

Section D:

To what degree are the services rendered by social workers meeting the needs of your clients, as you see them? Use the same procedure as the preceding sections.

completely  
adequate

superior

Functions

-3   -2   -1   1   2   3

In interview planning

-3   -2   -1   1   2   3

In interviewing

-3   -2   -1   1   2   3

In counselling with  
individuals

-3   -2   -1   1   2   3

In counselling with  
groups

-3   -2   -1   1   2   3

Court appearances

-3   -2   -1   1   2   3

Case conferences

-3   -2   -1   1   2   3

General committee work

-3   -2   -1   1   2   3

Consultations (with supervisor  
and other professionals)

-3   -2   -1   1   2   3

Writing reports and  
completion of documents

-3   -2   -1   1   2   3

Writing running records

-3   -2   -1   1   2   3

Staff management



Section E:

156

What increase or decrease in the following functions can you see as necessary, in the future, to better equip your agency to handle your clients needs, as you see them?

Circle the point on the scale that represents the increase or decrease you see necessary.

## Definitions

-1 50% less time

0 no change

-2 no time spent

1 50% more time

2 twice as much time

3 more than twice as much time

no  
time  
spentmore than  
twice as  
much time

## Functions

-2   -1   0   1   2   3

Planning interviews

-2   -1   0   1   2   3

Interviewing

-2   -1   0   1   2   3

Counselling with individuals

-2   -1   0   1   2   3

Counselling with groups

-2   -1   0   1   2   3

Court appearances

-2   -1   0   1   2   3

Case conferences

-2   -1   0   1   2   3

General committee work

-2   -1   0   1   2   3

Consultations

-2   -1   0   1   2   3Writing reports and completion  
of documents-2   -1   0   1   2   3

Writing running records

-2   -1   0   1   2   3

Staff management



Section F:

What kinds of personnel do you see as being most needed to fill your agency requirements in the next 10 years.

## Definitions

- |             |                           |
|-------------|---------------------------|
| 0 no change | 1 50% more                |
| -1 50% less | 2 twice as many           |
| -2 none     | 3 more than twice as many |

Circle the point on the scale that represents the increase or decrease you see necessary.

-2   -1   0   1   2   3

Volunteer workers

-2   -1   0   1   2   3

Social worker aides

-2   -1   0   1   2   3

Social case workers

-2   -1   0   1   2   3

Professional social workers

-2   -1   0   1   2   3

Other  
Specify: \_\_\_\_\_

-2   -1   0   1   2   3

Other  
Specify: \_\_\_\_\_

Section G:

Indicate in the following questions the direction you see the profession of social work moving in the next 10 years.

1. Check the way you see social work going,

\_\_\_\_\_ Administrative or Coordinative (send people for help somewhere else; social workers would diagnose and make referrals.)

or

\_\_\_\_\_ Therapeutic (social workers involved more in helping relationships with clients; direct involvement with rehabilitation.)







2. When you consider the possible demand on social work personnel of the future, in what direction do you think educational programs should move.

Check one

\_\_\_\_\_ Specialist (working in a team with other professionals: psychologists, doctors, educators and performing specific tasks that have limited overlap with the other team members.

or

\_\_\_\_\_ Generalist (working within a broader framework and consequently performing a variety of tasks; i.e. in administration, counseling, rehabilitation, testing, etc.)

3. To what degree should welfare recipients, as a group, be involved in decisions having to do, particularly, with financial help.

not at all 	some consideration to their feelings and views 	views should be heard before making decisions 	should be involved in all major decisions 
_____	_____	_____	_____

#### Section H:

Free Response: Briefly point out major concerns you may have about social work programs in this province, that you feel would be of interest to this study.

---



---



---



---



---



---



---

Would you like to have a summary of the final report sent to you at the time of its completion?

Yes\_\_\_\_\_ No\_\_\_\_\_

Thankyou for your co-operation



University of Alberta  
Edmonton, Alberta  
June 15, 1971

Dear

Enclosed please find copies of questionnaires as part of a major study on social work programs in the province, refer to attached letter for further details.

We are looking to contact as many social workers in the province to get the best picture, so the participation of your agency is vital. We are requesting your help in distributing the questionnaires in your agency.

Thank you for your assistance and I hope you will find it agreeable to answer the enclosed questionnaire for Office Administrators.

Due to the difficulty in obtaining the number of people in the agencies, other than Provincial and City offices, I have just estimated the number needed. If more are needed please indicated on your questionnaire.

Thank you again for your time.



NAME: \_\_\_\_\_

ADDRESS: \_\_\_\_\_ PHONE: \_\_\_\_\_

AGENCY: \_\_\_\_\_ JOB TITLE: \_\_\_\_\_

MALE or FEMALE: \_\_\_\_\_ SOCIAL WORK EXPERIENCE(yrs.) \_\_\_\_\_

AGE: Under 25 \_\_\_\_\_ 26-30 \_\_\_\_\_ 31-40 \_\_\_\_\_ 41-50 \_\_\_\_\_ Over 50 \_\_\_\_\_

Previous Experience (experience you consider relevant to your position):

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

Part One: EDUCATION

Please fill in spaces provided, as necessary.

Complete sections A,B,or C depending on the highest level of training prior to employment.

Section A: Secondary School Route

Specify the last school and grade level or diploma received.

School: \_\_\_\_\_ Grade or Diploma: \_\_\_\_\_

Section B: Junior College or Technical Institute Route

Institute or College: \_\_\_\_\_

Diploma (if any): \_\_\_\_\_ No. of Years \_\_\_\_\_

Section C: University Route

Undergraduate Education

Degree(s) \_\_\_\_\_ Major(s) \_\_\_\_\_

University \_\_\_\_\_ No. of Yrs. In Program \_\_\_\_\_

Graduate Education

Degree(s) \_\_\_\_\_ Major(s) \_\_\_\_\_

University \_\_\_\_\_ No of Yrs. In Program \_\_\_\_\_





PART TWOSection A

To what degree are the services rendered by social workers meeting the needs of your clients, as you see them?

## Definitions

- |                          |  |
|--------------------------|--|
| -1 Inadequate            | 1 Adequate   |
| -2 Very inadequate       | 2 Very Adequate                                    |
| -3 Completely inadequate | 3 Superior (they are prepared for any contingency) |

completely inadequate  
inadequate

superior

Functions

-3      -2      -1      1      2      3

In Interview Planning

-3      -2      -1      1      2      3

In Interviewing

-3      -2      -1      1      2      3

In Counselling with Individuals

-3      -2      -1      1      2      3

In Counselling with Groups

-3      -2 m      -1      1      2      3

In Court Appearances

-3      -2      -1      1      2      3

In Case Conferences

-3      -2      -1      1      2      3

In General Committee Work

-3      -2      -1      1      2      3

In Consultations (with supervisor and other professions)

-3      -2      -1      1      2      3

In Writing Reports and Completion of documents

-3      -2      -1      1      2      3

In Writing Running Records

-3      -2      -1      1      2      3

In Staff Management

-3      -2      -1      1      2      3

In Community Organization

-3      -2      -1      1      2      3

In Policy Development



Section B:

What increase or decrease in the following functions can you see as necessary, in the future, to better equip your agency to handle your clients' needs, as you see them?

Circle the point on the scale that represents the increase or decrease you see necessary.

## Definitions

-1 50% Less Time

0 No Change

-2 No Time Spent

1 50% More Time

2 Twice as Much Time

3 More Than Twice as Much Time

no  
time  
spentmore than  
twice as  
much time

## Functions

-2 -1 0 1 2 3

Planning Interviews

-2 -1 0 1 2 3

Interviewing

-2 -1 0 1 2 3

Counselling with Individuals

-2 -1 0 1 2 3

Counselling with Groups

-2 -1 0 1 2 3

Court Appearances

-2 -1 0 1 2 3

Case Conferences

-2 -1 0 1 2 3

General Committee Work

-2 -1 0 1 2 3

Consultations

-2 -1 0 1 2 3

Writing Reports and Completion  
of Documents

-2 -1 0 1 2 3

Writing Running Records

-2 -1 0 1 2 3

Staff Management



Section C:

163

What kinds of personnel do you see as being most needed to fill your agency requirements in the next 10 years.

Definitions

- |             |                           |
|-------------|---------------------------|
| 0 No Change | 1 50% More                |
| -1 50% Less | 2 Twice as Many           |
| -2 None     | 3 More Than Twice as Many |

Circle the point on the scale that represents the increase or decrease you see necessary.

-2    -1    0    1    2    3

Volunteer workers

-2    -1    0    1    2    3

Social Service Course Graduates

-2    -1    0    1    2    3

People with Bachelor's  
Degrees in Related Fields

-2    -1    0    1    2    3

B.S.W.'s and/or M.S.W.'s

-2    -1    0    1    2    3

Other  
Specify: \_\_\_\_\_

-2    -1    0    1    2    3

Other  
Specify: \_\_\_\_\_





Section D:

164

Indicate in the following questions the direction you see the profession of social work moving in the next 10 years.

1. Check the way you see social work going,

\_\_\_\_\_ Administrative or Coordinative (send people for help somewhere else; social workers would diagnose and make referrals.)

or

\_\_\_\_\_ Therapeutic (social workers involved more in helping relationships with clients; direct involvement with rehabilitation.)

\_\_\_\_\_ Please elaborate on the direction you think it should be moving.

---

---

---

---

---

---

---

---

---

---

2. When you consider the possible demand on social work personnel of the future, in what direction do you think educational programs should move.

Check one

\_\_\_\_\_ Specialist (working in a team with other professionals: psychologists, doctors, educators, and performing specific tasks that have limited overlap with the other team members.)

or



\_\_\_\_\_ Generalist (working within a broader framework and consequently performing a variety of tasks; i.e. in administration, counselling, rehabilitation, testing, etc.)

If you are not able to commit yourself to one of these dimensions, please elaborate on your perceptions.

---

---

---

---

---

---

3. To what degree should organized groups of clients be formally involved in decisions in social work policy?

\_\_\_\_\_ Decisions made without consultation with client groups.

\_\_\_\_\_ Allowing representatives of client groups to express points of view at meetings but having no vote.

\_\_\_\_\_ Allowing a limited number of representatives of client groups voting privileges at policy meetings.

\_\_\_\_\_ Giving representatives of client groups parity with social service personnel in all policy decisions.

Please feel free to elaborate on your response in the space provided if you wish.

---

---

---

---

---

---

---

---

---

---









5. "Direct service can be broken into three overlapping, yet separate task areas." (Manpower and Education Needs in Canada for the Social Services. Conference on Social Services Manpower, Feb. 1971, Quebec. Paper presented by Canadian Association of Social Workers.)

- a. Implementation of concrete social service provisions.
- b. Counselling or advising clients in respect to material services or concrete; tangible issues in personal and social functioning of individuals or families.
- c. Therapeutic work with individuals and families with respect to states of being, feelings, etc.

Indirect service might be broken down as follows:

- d. Administration
- e. Policy revision that could result in societal change.

To what degree do you see each of the following participating in these tasks. The letters correspond to the above services.

		no participation	some participation	primary participation
Social Service Grad.	a.	'	'	'
	b.	'	'	'
	c.	'	'	'
	d.	'	'	'
	e.	'	'	'
B.S.W.	a.	'	'	'
	b.	'	'	'
	c.	'	'	'
	d.	'	'	'
	e.	'	'	'
M.S.W.	a.	'	'	'
	b.	'	'	'
	c.	'	'	'
	d.	'	'	'
	e.	'	'	'



Please comment on the ideas presented in the last question, if you wish.

---

---

---

---

---

---

---

---

Section E:

Free Response: Briefly point out major concerns you may have about social work programs in this province, that you feel would be of interest to this study.

---

---

---

---

---

---

---

---

---

---

---

---

---

---

---

---

---

---

---

---

Would you like to have a summary of the final report sent to you at the time of its' completion?

Yes \_\_\_\_\_ No \_\_\_\_\_

Thankyou for your co-operation



## APPENDIX A-3

University of Alberta  
Edmonton, Alberta  
May 11, 1971

Dear Participant:

re: Questionnaire on Social Work Programs

If you have already submitted your questionnaire, I would like to thank you for your co-operation. If you have not, we hope that this letter will serve as a reminder. We feel that your participation is vital if the study is to have validity.

We thank you again for your assistance.





# A P P E N D I X      B

## List of University Affiliated Schools of Social Work in Canada



LIST OF SCHOOLS OF SOCIAL WORK

University of British Columbia, Vancouver, B.C.  
University of Calgary, Calgary, Alberta.  
Carleton University, Ottawa, Ontario.  
Laurentian University, Sudbury, Ontario.  
Université Laval, Ste. Foy, Quebec.  
University of Manitoba, Winnipeg, Manitoba.  
Maritime School of Social Work, Halifax, Nova Scotia.  
McGill University, Montreal, Quebec.  
McMaster University, Hamilton, Ontario.  
Memorial University, St. John's, Newfoundland.  
Université de Moncton, Moncton, New Brunswick.  
Université de Montreal, Montreal, Quebec.  
Sherbrooke, Sherbrooke, Quebec.  
University of Toronto, Toronto, Ontario.  
Waterloo Lutheran University, Waterloo, Ontario.  
Western - King's College, London, Ontario.  
Windsor University, Windsor, Ontario.

C.A.E.S.S. (1971)



## A P P E N D I X      C

List of Agencies in Alberta to Whom  
Questionnaires Were Sent





## LIST OF AGENCIES

## QUESTIONNAIRES SENT TO

Alberta Guidance Clinics - Calgary  
Edmonton  
Grande Prairie  
Lethbridge  
Red Deer

Alberta Hospital - Edmonton  
Ponoka

Alberta School Hospital - Red Deer

Colonel Belcher Hospital - Calgary

Catholic Family Service - Calgary  
Edmonton

Department of Health and Social Development

- Athabasca	- Edson	- Lethbridge
- Barrhead	- Fort McMurray	- Medicine Hat
- Blairmore	- Stettler	- Olds
- Bonnyville	- St. Paul	- Peace River
- Brooks	- Vegreville	- Red Deer
- Calgary - South	- Vermillion	- Rocky Mountain House
- Calgary - North	- Grande Prairie	- Slave Lake
- Camrose	- Hanna	- Smoky Lake
- Drumheller	- High Level	- Wainwright
- Edmonton - North	- High Prairie	- Wetaskiwin
- Edmonton - South	- Lac La Biche	- Whitecourt
- Edmonton - West		

Diagnostic and Treatment Center - Edmonton

Family Service Bureau - Calgary  
Edmonton

General Hospital - Calgary

Glen Rose School Hospital - Edmonton

Holy Cross Hospital - Calgary

Royal Alexander Hospital - Edmonton

Social Service Department - City of Calgary  
City of Edmonton

University Hospital - Edmonton





**B30013**